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ABSTRACT

Addresses to the general sessions delivered at the conference in Los Angeles were in the area of student housing in higher education, and the housing and home finance agency's relationship to education and the student. Special sessions covered the following subjects--(1) management and operation--federal housing and home finance, management stimulation exercise, staff leadership development, student leadership application, student housing in other lands, training personnel in industry, communications, high-rise buildings and commissaries, data processing for residence halls, trimester implications for college housing, summer conferences, selection and care of furnishings, housekeeping maintenance techniques and materials, vending, civil defense, and audiovisual training sessions, (2) student affairs--residence halls programs, counseling and operation of married student housing, group living, single apartments, (4) off-campus housing--overview and future of off-campus and sorority housing, and (5) food service--economics in food service, summer conference feeding, and student relationships. (HH)

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PROCEEDINGS
# of the
FIFTEENTH ANNUAL CONFERENCE
of
THE ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS

August 4-8, 1963
Held at The University of California
Los Angeles, California

November, 1963

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BANQUET

President Malcolm G. Gray presiding

. . .Head table guests introduced. . .

DR. T. ROGER NUDD: On behalf of myself, Howland Swift, co-chairman of the Host Committee, and your other hosts not only from UCLA but California Institute of Technology and the University of South California, may I say we are very sincerely happy to have you here tonight. We hope by our actions during these next three days you will see how sincerely we mean this.

It is my pleasure now to present a gentleman who will bring you greetings from the State University as well as our own campus - our Vice Chancellor, Dr. Foster Sherwood.

(Applause)

DR. FOSTER SHERWOOD

Thank you, Ladies and Gentlemen -

First of all, I would like to extend on behalf of UCLA a welcome to you for this, your 15th Convention, and my very best wishes for the success of your meetings here the next few days. This is a most sincere expression of good wishes, not only because we are glad to have you here, but even more because of your conference theme - Creativity - as I am convinced that is badly needed in student housing activity.

I think perhaps your visit here is fortuitous because we are a relative Johnny-come-lately in this business.

I was saying to Mr. Gray during dinner that up until a very few years ago student housing on this campus with a student population in the thousands was limited to a small girls' dormitory on the east side of the campus in sorority row housing a couple hundred girls. This was all the student housing we had until the end of World War II at which time we acquired some surplus shacks which we moved onto the campus - at, I might say, fantastically high cost - to house some of our married graduate students and veterans.

Since that time the structures that you see around you here have all gone up. This is the oldest of them. It was finished and opened for business in 1959. We will shortly be having about 3500 students housed on campus in a student population of just over 20,000. So, we are new to this business and as we have come into it we have noticed a number of things.

First of all, we are impressed by the fact that it is Big Business. We find ourselves suddenly one of the largest consumers of food and services in the County of Los Angeles. We buy all kinds of community products from milk to telephone services. We have also discovered that this is a development that is being paralleled all over the United States. Last year and this year the federal government will have loaned for student housing better than $375 Million. This in addition to the private financing for student housing construction, will bring the total expenditures for such purposes in the United States to well over a billion dollars. So, this is Big Business, and we are in it in a relatively small way. Even when we reach our maximum growth and our campus population levels off, as we expect it will at 27,500 students, we will probably never house more than a quarter of them but that quarter represents a large number of human beings; a great many problems and a very large business enterprise.

Student housing is not only Big Business, student housing is also community business. We have discovered that putting thousands of students on a campus creates problems for the surrounding community. Thus, for example, we are currently planning a recreation area just to the north of here - some nine acres of land will be turned into a recreation area primarily for the resident campus students although non-residents will, of course, be welcome. As we look ahead we realize that our students will take out their high, animal spirits whether we provide them an environment in which to do this or not and, if we do not, we know very well that we will have problems of relationship with the community. We do already. We also find that bringing thousands of students to live on a campus creates other kinds of problems for the surrounding communities--access to shops, jobs, parking for resident students, community facilities such as public transportation of which Los Angeles has practically none - these are all problems that student housing accentuates and it brings the University into direct and immediate - and not always happy - relationships with the community. These require creativity if they are to be dealt with.

Finally, University housing is not only Big Business. It is not only Community Business. Student housing is also academic business and this is too often overlooked. How little we know about the effect of environment upon the behavior and attitudes of students.

I tried to find out whether there was a literature on this subject. I am by no means a student of it but, nonetheless I was able to discover very little in the way of real information on the questions that one can ask about the way in which students live and the impact of those patterns of life upon their academic careers.

I find, for instance, an article in the July issue of Science by Astin. I find a study by the Western Interstate Commission on Higher Education reported at a conference in 1962. I find a book by a man by the name of Salmond, "The American College Student," with very good articles by Jenks and Riesman and I find an article by a man named Stoller. And, in this relatively cursory research, that would appear to be the literature on the general subject of student housing as academic business.

One observer has commented that at an average cost of roughly $4,000 per student, the typical student residence joins two students, two beds, two bureaus, two desks, two chairs and 200 square feet of floor space in an effort to produce enlightenment. I am not sure this is the best way to do it. In many instances - and we may be as guilty as anyone - the food facilities in a residence hall are built upon the principle of "Gorge and Go."

We know some things about this subject of environment and its effect upon student behavior but we have not profited from what we know. We have not taken advantage of the few lessons we have to build better and to design better.

For instance, we know that co-educational institutions tend to produce students who go on to graduate work more frequently than do boys' and girls' schools.

We found that this is also good business - in this building where you are now sitting - this building was designed as a men's dormitory. It was our first residence hall and in its first year of operation it was entirely occupied by men students. At the end of that year the dormitory to the immediate north was opened. It was a coeducational dormitory and - wonder of wonders - that summer of 1960 all of the students were applying for the dormitory next door and none were applying for this one. So, in the middle of August, we took the bit in our teeth and made this coeducational and have never looked back since. We have had full occupancy. It is good business. It is also good academic business to house students apparently in coeducational dormitories. It increases occupancy and increases, oddly enough, interest in studies.

Now, if I may add to that the opposite lesson. We have some information which suggests that students study better in solitude. That is to say, the smaller the space and the fewer the occupants, the more likely they are to work effectively and want to work at their subjects. Large study halls do not produce good students. Large studies in residence halls inhibit academic profit. Breaking up large spaces into smaller areas apparently makes good sense academically.

We also know that the larger the dormitory, the smaller the group that the student tends to run with - the smaller the group of his immediate friends. We can profit from this as well, if we plan intelligently. Large commons and large recreation rooms in large residence halls will probably be self-defeating. Such large facilities will work more successfully in small residence halls and small recreational facilities in large residence halls. By and large, from what I have seen of student housing, the tendency is to make the recreational space large in proportion to the size of the facilities.

We also know a little about the economics of carpeting. We do not know very much about the academics of carpeting. The economics of carpeting suggests it is not at all that expensive. It does cut down on the heat bill. It does cut down on noise. It does make for a more relaxed atmosphere. It does break up large areas to the eye. Yet, as far as I know, we have not profited from what our own eye and our own sensitivity tells us in attempting to work out the academics of carpeting.

We also know that we are faced with a period during which the academic facilities on the campus will be taxed to their utmost. We know that these structures can be, and I believe should be, an important part of the academic operation. Many institutions have seen this and have already tied in their residence halls to academic programs. Institutions such as Michigan, Syracuse and Stephens are using portions of their residence halls for classrooms and are making the residence hall living experience a part of the academic environment. We know that these spaces are needed and will be welcome.

One of the most valuable observations that Professor Parkinson ever made was his Law that teaches us that any time an institution is well housed, it has died. This can be applied to universities across the country, too. When a university becomes comfortably housed, they will be dead and withering. So, we can look forward as long as there is life in higher education to a shortage of facilities. In such an environment, tying residences into the academic program of the main campus makes good academic sense. Whether it is done by scheduling classes in the dormitories or through closed circuit television will naturally vary from place to place depending on the physical layout but this is something that should be kept in mind in planning new student housing and spaces should be provided that are adaptable to this kind of purpose.

These are simply some of the things that it seems to me we need creativity to resolve. We need to study to understand better the impact which the physical environment will have on student life. This is not the hotel business that we are in. It is an educational enterprise and academic sense is the kind of sense that student housing has to make if it is to be successful.

So, I hope that you will have an opportunity in the next few days to worry about some of these questions and to come up with some of the answers that we so badly need. I can guarantee you that these answers will be well received here at UCLA because we are convinced that there are better ways of doing this job. There will always be better ways of doing it and it is a group as yours who are in the best position to provide us with advice and guidance on how to do it better.

Thank you and good wishes for your conference.

(Applause)

PRESIDENT GRAY: Dr. Sherwood, on behalf of the Association, I would like to express my thanks and deep appreciation for your words because they have certainly struck at the heart of the problems we are trying to cope with. For a few moments I thought perhaps you had been reading our mail because one of the research projects we have on the grid right now is the effect of environment on study. We hope we will come up with something that is finite and that will have some real meat in it.

I think we should give Dr. Sherwood another big hand for this inspiring message and for taking time out of a very busy schedule to come down and be with us this evening.

(Applause)

. . . Announcements . . .

(The meeting was adjourned.)

President Malcolm G. Gray presiding

PRESIDENT GRAY: To keep our program on schedule, we will have to get underway on time.

I would ask if you would all bow your heads while Fred Schwendiman gives the Invocation.

. . . Invocation by Mr. Fred Schwendiman . . .

PRESIDENT GRAY: It is my official duty at the opening of the session to announce the members of the Nominating Committee. Fred Schwendiman is Chairman of this Committee and I will ask the other members, as their name is called, to please stand - Miss Eva Moquist of Skidmore College, Saratoga, New York; Thornton Edwards from Kansas State University at Manhattan, Kansas; Alfred Heller, University of California Medical Center, San Francisco, and T. Roger Nudd, who will now introduce our speaker.

DR. T. ROGER NUDD: It is heartening to see we were able to renew old acquaintances last night with such vigor and yet appear so bright-eyed this morning.

Many of you drove to this conference and many of you probably drove by the way of the great Northwest and were impressed by the great state of Oregon. It is famed for its great fir trees; its snow-capped mountains and rugged shoreline. If you drove through Eugene, I hope you stopped to see the campus of the University of Oregon. If you did, you saw one of the finest campuses and housing in the country. It is only fitting that I tell you this because Dr. Arthur Flemming is President of the University.

Dr. Flemming served eight years as President of Ohio Weslyan University and under President Eisenhower and his cabinet as United States Secretary of Health, Education and Welfare. Following that he has come to Eugene and things have begun to move in that town.

President Flemming, as an alumnus of the University of Oregon, it is a pleasure to welcome you here. As a native Californian, I am very happy that you could come down and enjoy some of our sunshine.

Ladies and Gentlemen - President Flemming!

STUDENT HOUSING IN HIGHER EDUCATION

DR. ARTHUR FLEMMING

Dr. Nudd, friends -

First of all, may I express my very deep appreciation to Roger Nudd for his generous introduction. As I listened to him describe the State of Oregon, it would seem to me that we have a very good ambassador down in the State of California, particularly in view of the fact that he is a native of the State of California. But this is what apparently happens to Californians when they have the good fortune of spending some time in the State of Oregon.

As I thought in terms of the invitation which your officers very kindly and graciously extended to me, I wondered just what subject I should select for an address of this kind. Mr. Barnhart very kindly made it possible for me to scan the proceedings of your last session - and I use the word "scan" deliberately because I did not have an opportunity to read the full text of everything that was said at your last convention - as I did, I noticed with interest that at the opening session last year a former associate of mine in the Department of Health, Education and Welfare, Peter Muirhead, addressed you substituting for the undersecretary who was in process of welcoming a new Secretary in the Department. I noticed he talked to you about federal aid to education. I thought to myself - the conference last year listened to the presentation of federal aid to education from the point of view of the Democratic administration, possibly I should discuss federal aid to education from the point of view of the Republicans. Let me put it briefly - I believe in it just as completely as does the present administration and, might I say, on the floor of the House of Representatives this week in all probability there will be debated a bill which, if passed by the Congress, would provide substantial assistance to private and public institutions of higher education from the standpoint of the construction of academic facilities. I personally hope that the bill will pass. I know there are those who are fearful of additional participation on the part of the federal government in the field of education - and I use the word "additional" deliberately because the federal government, as this group better than any group I could address appreciates, is very much in the field of higher education at the present time. Those who are fearful are concerned about the possibility of federal control over the field of education. That possibility, of course, exists. It always exists when government endeavors to help in the financing of any operation. But, although the possibility exists, we have it in our hands to prevent that from taking place. I am convinced that if we use effectively our system of checks and balances we do not have to fear federal control over the field of education.

Then I also noted that a long-time friend of mine, Dr. Chambers, who like myself happens to be a graduate of Ohio Weslyan University, also addressed you in an effort to provide you with a bird's eye view of what is going on in the field of college and university housing.

After reading both of those addresses, I decided that probably what you wanted me to do was to take a look at your field from the point of view of one who has over-all administrative responsibilities in connection with an educational institution. So this is what I would like to do with you this morning.

Within the field of higher education those of you who are attending and participating in this conference today have been assigned a very important management responsibility. Therefore, as an introduction to my remarks, I would like to share with you a check list of what I have referred to over the years as the basic processes of administration.

Let me just briefly indicate the origin of this check list. Back in the 1930's I was serving as Director of the School of Public Affairs at the American University in Washington. For an entire year a group of us spent every Saturday seeing what we could do in the direction of identifying the basic processes of administration. The chairman of this group was a gentleman by the name of Leon C. Marshall, who had had a very distinguished career as the Dean of Social Work at the University of Chicago; the Dean of the School of Commerce at the same institution; Director of the Institute of Law at Johns Hopkins University and as a member of the staff of Brookings Institute in Washington. Included in the group were representatives from the field of governmental administration, from the field of business administration and from the field of educational administration. At the end of our year together, we thought we had identified - at least to our own satisfaction - certain basic processes in the field of administration and, as I have been privileged to occupy administrative positions in government and education since that time, I have used this identification of these basic processes as a check list.

First of all let me just briefly identify the processes:

First we said there is the process of locating authority - viz. who has authority to do what?

Then, in the second place, there is the process of defining or re-defining objectives of an organization.

In the third place, there is the process of developing an organizational structure.

In the fourth place, there is the process of operating the organization.

Finally, in the fifth place, there is the process of communications both inside the organization and with individuals and groups on the outside of the organization.

I believe, and I think I have discovered as a result of my own experiences in the field of administration, that if we neglect any one of these processes we are sure to be in trouble.

I have also discovered that it is very easy from time to time to focus on one of the processes and neglect other processes. Whenever you do, then you can be sure of the fact that you are going to be faced with problems that would not confront you if you placed equal emphasis on all these processes.

My own observation has been that the most neglected process of all these processes is the process of defining the objectives of an organization. May I say that in my judgment an organization does not have a meaningful set of objectives until those who are in a position where they have responsibility for the development of the objectives have taken the time to think through their objectives and reduce them to writing. Unless they have been reduced to writing, you do not have - from an operating point of view - a meaningful set of objectives.

Ever since Sputnik, as a nation, we have been redefining our objectives in the field of education. It was really a thrilling experience to have the opportunity of taking office as Secretary of Health, Education and Welfare just as we started this process of redefining our objectives as a nation in the field of education. As you know, one of the results of that redefinition was the passage of the National Defense Education Act in 1958. I was delighted to have the privilege of working with my associates in the Office of Education in the implementation of the provisions of that Act.

As we have been in the process of redefining our objectives in the field of education, we have been told by such leaders as Dr. Sterling McMurrin, former United States Commissioner of Education, that our educational institutions are "soft," "flabby," "lax" and "easy" and that we have "much less knowledge, much less creativity, much less moral fiber than we would have if our educational process had been more rigorous."

As a result of these indictments of our educational process, we have as a nation been placing increasing emphasis on an over-all objective which many have identified as the "pursuit of excellence" as contrasted with a willingness to settle for mediocrity.

Dr. John Gardner, the President of the Carnegie Corporation, has done I think one of the most effective jobs that has been done by anyone lifting up this concept of the pursuit of excellence. He was chairman of a task force that was appointed by the Rockefeller Brothers Fund to take a look at the total educational field back in 1958 and '59 with special emphasis on the opportunities that would confront our nation in the 1960s. This task force selected as the topic for its report "The Pursuit of Excellence."

Then, a few months after that, Dr. Gardner wrote a book which he entitled "Excellence" and in this book he deals with the word "excellence" in the following manner:

"I find that 'excellence' is a curiously powerful word . . . . a word about which people feel strongly and deeply. But it is a word that means different things to different people . . As the individual contemplates the word, it brings powerfully to his mind evidence of the betrayal of excellence as he conceives it. He thinks not only of the greatness we might achieve, but of the mediocrity we have fallen into."

I like that last sentence.

In the field of education, we have been thinking now over a period of the last five years certainly of the mediocrity we have fallen into and, likewise, of the greatness we might achieve. Fortunately for our nation we have not only been thinking about this but we have been doing something about it. This is having, as all of us here this morning appreciate, a genuine impact on what is happening on our respective campuses. I am sure that this is why the Educational Facilities Laboratories in its study on College and University Housing included this statement:

"Because students must learn more, in more depth, than ever before, every resource the college can muster must be trained on the primary educational goal."

When I was serving as President of the Ohio Weslyan University, my own Alma Mater, we had in the student body quite a number of young men and women who were the sons and daughters of alumni of the University, who had been at the University when I was a student at the University and every now and then they would drop in my office and start complaining about the standards that prevailed at Ohio Weslyan at that time and they would say, "Look, if we had had to live up to the same standards, we never would have received a degree from Ohio Weslyan."

I used to look at them and say, "Well, what does that prove?"

Of course, their statement was partially correct. They were identifying the fact that standards had been elevated. I am not at all sure it would have been possible for them to have responded to the challenge of those higher standards.

Let us consider now for a few minutes together the impact of this emphasis on the pursuit of excellence in the field of education on the processes of administration as we relate them to the area of college and university housing.

First of all, I believe that this growing and persistent emphasis on the pursuit of excellence has an impact on the process of locating authority in the field of college and university housing.

As you think in terms of your respective campuses, you may - and undoubtedly will - continue to look to the same officers of administration for your specific instructions as you are now looking to but these officers of administration are going increasingly to be influenced in the instructions which they pass on to you by faculty actions in your respective institutions. There is no question in my mind at all but that our faculties are, and will continue to become, more and more aware of the relationship between housing policies and the pursuit of excellence on our respective campuses.

I think we were able to see some indication of this trend on our own campus over the period of the past year. At the University of Oregon the principal legislative body is the University faculty. I suspect that in this respect we are somewhat different from other larger universities. The University faculty meets once a month and has a series of committees that report to it and they deal with the over-all University policies. At a meeting during the past year, the faculty at the University of Oregon directed me, as President, to appoint an ad hoc committee of the faculty to explore and report back to the faculty with recommendations the whole question of how we can most effectively use our housing resources in the interest of attaining our over-all educational objective.

I do not know whether you have noted the same trend on your campuses or not. If you have not noted it up to the present time, my prediction is that you will in the months and years which lie ahead. I believe that you will note it because there is no question in my mind at all but that there is a direct relationship between the manner in which we use our housing resources and the attainment of the over-all educational objectives of a college or university.

May I urge you not to resist this trend in thinking on the part of members of your faculty by in effect saying, "Look, we are the pros in this area. You are the amateurs." 'Let them confine their attention to the classroom and we will confine our attention to the field of housing."

It has been my observation as I have worked in the field of administration that it is very easy for those who become specialists in a particular area to adopt that attitude. For example, in the executive branch of the federal government there are those who resist an effort upon the part of the legislative branch to establish objectives in particular areas; and those within the executive branch say, "Look, we are the pros. We are giving our lives to work in this particular area. Why should those fellows up on Capitol Hill try to second guess us? They do not understand these problems in the way in which we do. They should be perfectly willing to accept our judgment and should not attempt to substitute their judgment for our judgment." Whenever people within the executive branch develop an attitude of this kind, they are in for a very frustrating experience - an experience which grows out of an unwillingness on their part to recognize the role that the legislative branch plays under our form of government. The legislative branch is much closer to the people than the executive branch. The legislative branch is charged with the responsibility of taking an over-all view and seeking to develop objectives for the nation in one area which are consistent with the objectives of other areas. As a result, they not only have the right - but they have the obligation - to take a close look at areas where they are not specialists. They have the right to call on the specialists for advice but it is their responsibility to weigh that advice and decide in which direction to go.

So it seems to me as we think in terms of our faculty, we must recognize that they have a very important role to play in identifying and helping to set the objectives in the college housing field that will in turn make the maximum contribution to the achievement of our over-all educational objective and I am sure as one administrator that I am going to be influenced by this interest on the part of the faculty and by their thinking in this area and, as I think in terms of the role of the faculty in the educational community, I feel that this is as it should be. Let us never overlook the fact that our faculties are at the heart of educational administration. If we think through their authority, it helps us as we react to suggestions that may come down to us through administrative channels but as a result of faculty interest in our particular area.

Now, in the second place, I believe that the emphasis on the pursuit of excellence in the field of education has an impact on the process of defining objectives in the housing field. Certainly this renewed emphasis on the pursuit of excellence in the field of education is leading to a redefinition of the University's over-all objectives.

May I again refer to my own state and my own University!

About two years ago now the Presidents of the public institutions of higher education in the State of Oregon decided that the time had come for us to sit down and reduce to writing the over-all objectives of our state system of higher education with the end in view of making recommendations to our Board of Higher Education.

I might just say parenthetically for the benefit of those who are not acquainted with our administrative set-up that we do have a genuine state system of higher education in the State of Oregon. The University of Oregon, for example, does not have a Board of Trustees of its own. We have a single Board of Higher Education appointed by the Governor and confirmed by the Senate. The executive officer of that Board is the Chancellor and that Board serves all of the public institutions in the State of Oregon. After two years of operating under this system may I say that I like it and I think it makes good sense from an administrative point of view.

In any event, we did under the chairmanship of the Chancellor, get together and we did re-define the objectives of the state system and submitted them to the Board of Higher Education for their consideration. After they considered and made changes in our recommendations, they finally approved what we refer to as the Guidelines for the State System of Higher Education.

Now each institution within the state system is in the process of developing its own objectives in conformity with these over-all objectives.

For example, many of the people who report directly to me have spent a good deal of time already working on drafts of proposed statements of objectives for the University of Oregon. Also, I have now taken the latest draft and referred it to a body we know as the Faculty Advisory Council. It is a body of seven elected by the faculty from the University as a whole that advises the President on anything they want to advise him on and that he can turn to on anything he wants advice on. They have reworked this statement. Now, this week, the Faculty Advisory Council and the administrative officers reporting directly to me are going to spend a day with me reworking the draft still further. This will ultimately go to the faculty so the faculty can give us the benefit of their recommendations and finally it will go to the State Board of Higher Education for approval.

I believe that processes similar to this either are under way in many other institutions or will be under way very shortly. You cannot avoid it in view of this emphasis on the pursuit of excellence.

Because of this, I believe that those whose primary responsibilities are in the housing field must quickly redefine their objectives in order to bring them into harmony with the over-all objectives. If your objectives in the housing field are not in harmony with the changing objectives of your University, all concerned will have a very frustrating experience. Why? Because you will be working in one direction whereas other persons connected with the University - in the light of the redefinition of the over-all objectives - will be working in another direction.

The housing area is a service area and it seems to me that at all times you must be sure that you are serving the objectives of your University.

Now, we could take a number of illustrations. All universities, I believe, are today rethinking their objectives in the field of housing in the light of the revolution that is taking place in our midst in the whole field of civil liberties. There is no doubt at all but that our educational institutions feel, and must feel, an obligation to set their sights high in terms of the commitment that they make to the concept of the dignity and worth of each human being. Are our objectives in the housing area - both off campus and on campus - consistent with these evolving and emerging over-all objectives?

You cannot pick up a publication from any university today without recognizing that we are in the process of re-thinking and re-stating our objectives in the whole area of student affairs. Are those who are working in the housing area keeping in close touch with this process of re-stating our objectives in the whole area of student affairs and are they making the adjustments in housing objectives which must be made in order to conform to the restatement of university objectives?

As I ask these questions I also leave with you the question: Have you reduced your objectives in the housing area to writing so that all who come in contact with the area will know just what they are? Remember, you do not have meaningful objectives in the area of college or university housing unless you have taken the time to reduce them to writing.

Then also it seems to me the emphasis on the pursuit of excellence does have an impact on the development and operation of the organizational structure. You will note that I have combined in that statement two of these processes. Actually, as you think through these processes in relationship to the field of housing, I would recommend that you do not combine them but that you look at them separately. But, for the sake of time, I am combining them in this instance.

Your activities are at one and the same time related to the areas of business affairs and student affairs. Now, sometimes the immediate objectives of these two areas conflict with one another. You are more aware of this, I am sure, than I am. But you are also aware of the fact that, when these conflicts develop, someone must resolve them in the light of the university's over-all objectives. It may be a Vice-President of the University charged with over-all responsibility in the field of administration; it may be in some instances that the person who is in a position to resolve the conflicts is the President - but, it seems to me, that the important thing for you is to understand your organizational structure so that you know who it is who can resolve these conflicts. You see, I am also moving back to the area of the process of locating authority. You must also know just what it takes on your part to get one of these conflicts before the person who can resolve it.

The question of how and by whom the conflicts and objectives are to be resolved is more important, it seems to me, than the question of where housing is to be placed in the organizational chart.

Finally, I believe that this emphasis on the pursuit of excellence in the field of education has an impact on the process of communication in the field of college and university housing.

First of all may I observe that those of us who are responsible for the development and interpretation of over-all objectives have an obligation to communicate with you. May I say very frankly that I recognize certainly at times my own failure to recognize this obligation and I am sure that many of my fellow college presidents would likewise recognize that we sometimes reach the point where we say we are "too busy" to take time to communicate. This is a failure to place proper emphasis on the process of communication and whenever we fail to place the proper emphasis on it, we are sure to get into trouble. But, likewise, it seems to me you have an obligation to communicate with those of us who do have the responsibility for identifying and interpreting the over-all objectives of the University: How are new and old policies in the housing field actually working out on our respective campuses? What are some of the significant developments in housing in other institutions?

You say it is awfully hard to get to the people you would like to communicate with on these points. Well, now, wait a minute! Have you exhausted all the possibilities? Have you developed a systematic plan for reducing to writing the kind of information I have identified and sending it up through channels? - May I suggest reducing it to writing in fairly brief form because a great many things do cross our desk that we should read and must read if we are to be close to you in the operation of our institutions. But, in this area of the process of communication so often we say to ourselves that we are doing a wonderful job but people don't appreciate the job we are doing. Have you ever stopped to realize when you make that statement you are admitting your failure to place the proper emphasis on the process of communication because, if we give this process the proper emphasis, people will have a factual basis for appreciating the fine job that we are doing.

Also I believe you have an obligation to keep the channels of communication open to the faculty - to the students - and to the parents.

So much for the impact of the pursuit of excellence on the processes of administration as they relate to the college housing area.

John Gardner in this same book on "excellence" to which I referred earlier includes this sentence:

"In a world that is rocking with change, we need more than anything else a high capacity for adjustment to changed circumstances, a capacity for innovation."

I am sure that it was a recognition of this need that led your program committee to choose the theme for your conference - Creativity in College Housing.

Education is rocking with change. That means that the application of the processes of administration to the field of college and university housing does call for creativity; does call for a capacity for innovation. If we try to do things as we have been doing them in the past, we are in for what I have previously referred to as very frustrating experiences.

"All of us who are in the field of education must," says Whitehead, one of our greatest philosophers and educators, "produce a great age or see the collapse of the upward striving of our race."

What an awesome responsibility! But, by the same token, what a great day to be associated with the field of education!

(Applause)

PRESIDENT GRAY: Dr. Flemming, I think that the reception given you here - the applause - certainly expresses the feeling we have for the inspiring message you gave us. If we do nothing more than carry back to our own institutions the principles you have set forth for us this morning, the trip to California will have been worthwhile and worth all the expense involved. We certainly want to thank you for taking time out from a busy schedule to be with us and again I would like to ask the audience to give an expression of their appreciation. Let's give Dr. Flemming a standing ovation for this inspiring talk.

(Standing Ovation)

. . . Announcements . . .

(The meeting was adjourned.)

President Malcolm G. Gray presiding

PRESIDENT GRAY: Ladies and Gentlemen, we are opening our second general session of the 1963 ACUHO Conference.

At this time I would like to present to you a Past President of ACUHO, who was host to the 1961 conference at Columbia University, and who is Chairman of your Association's Housing and Home Finance Agency Advisory Committee. It is a great pleasure to introduce to you Mr. Joe Nye, who will present our speaker.

(Applause)

PAST PRESIDENT NYE: Thank you, Malcolm.

We had hoped and had invited Mr. Weaver, who is the Commissioner of Housing, to be with us today to talk to us about the relationship of our great organization of ACUHO with this program. Unfortunately, Mr. Weaver is unable to be here because of his many duties which hold him in Washington. We are fortunate, however, in that we have in his stead Mr. Israel Rafkind.

Mr. Rafkind, Assistant Commissioner for Program Planning and Development, Community Facilities Administration, comes to CFA from the Office of Budget Review, Bureau of the Budget, Executive Office of the President. Between 1946 and 1960 he was in private business, first as an officer of American Community Builders, Inc., in the building and operation of the well known city of Park Forest, Illinois, and later as a land developer and home builder in California and Florida.

Between 1941 and 1946 he was in the federal government service. His assignments included the post of Regional Comptroller of the Federal Public Housing Authority - now called the Public Housing Administration in New York City; Chief of the Management Budget Section of the same agency in Washington, D. C.; and Assistant to the Director, Bureau of Accounts and Audits, Social Security Board, in Washington, D. C.

Before coming to the federal government in 1941 he worked for the American Public Welfare Association, the Municipal Finance Officers Association and the Public Administration Service. He was the author during that period of numerous publications on municipal finance and retirement systems for public employees.

Mr. Rafkind was born at Sheboygan, Wisconsin, and attended the University of Wisconsin, where he earned his B. A. degree and membership in Phi Beta Kappa. He lives in Bethesda, Maryland, with his wife and three children.

I know we are looking forward with real pleasure to Mr. Rafkind and his remarks.

(Applause)

MR. ISRAEL RAFKIND: Mr. Weaver and Commissioner Walter both have asked me to express their regret at not being here today due to force of circumstances that often happen in Washington. I feel your loss is my gain. Last year I had the pleasure of meeting many of you at my Alma Mater in Madison. This year it is the Alma Mater of my older daughter, so it is like coming home again.

I must say from my meetings with your group, how impressed I have been with both your program and the deep discussions I have had an opportunity to listen to and participate in.

Down deep in our hearts I think the college housing program is our secret pride. We don't want to admit that we have a favorite child, but if we have one, this is it.

Yesterday someone jokingly remarked, "Here's your landlord. Be nice to him!"

I prefer to think of ourselves rather as partners in a joint enterprise that will reap social and economic dividends so long as it continues.

We view the college program, not as bankers, but in terms of human values that we like to think we are providing.

The Housing and Home Finance Agency and its constituent, the Community Facilities Administration, have established many pleasant and rewarding relationships, not only with your Association and the institutions represented here today, but also with many of you as individuals.

The smooth and effective operation of the College Housing Program is a source of great pride to all of us in the Agency. Your cooperation and dedication to your responsibilities have played an important role in the success we have jointly achieved under this Program. To paraphrase Commissioner Sidney Woolner of the CFA when he addressed the Investment Bankers Association this past May - he told the bankers that they would learn what we already know - that our college officials are able and knowledgeable, and good people with whom to do business.

There is no need to describe to this audience the very close kinship of the HHFA with higher education. However, the College Housing Program is not the full extent of our relationship with your institutions. Some of you are building in Urban Renewal Areas. Others have benefited from the program of Public Works Planning Advances. These advances are available to public institutions, and are repayable without interest, when construction is started on the project for which the planning advance was made. The Senior Citizens Housing Loan Program is providing still other institutions with laboratories for research in geriatrics and gerontology, while at the same time helping to meet the housing needs of our older citizens.

Certainly I should mention your dependence upon adequate mass transportation for the safety and convenience of part of your student bodies. This is another program in the HHFA's varied portfolio. Our concern with housing for middle and low-income families through the Public Housing Administration, the Federal Housing Administration and the Federal National Mortgage Association (all constituents of the HHFA) are other points of contract with you and with the students and faculty members you serve.

The problems you face are so complex and varied that we would be remiss in fulfilling our responsibilities unless we apprised you of the Housing Agency's programs. Some of you are or will be part of the development of entirely new campuses and new urban communities, and will find our varied programs useful, and our staff members cooperative. The Regional Office of the HHFA, with which you transact your College Housing loan business, will be happy to help you relate your needs to the possible solutions offered by the other programs which the Agency administers.

There is a saying that "nothing succeeds like success." But the complacent acceptance of apparent success can lead to self-satisfaction and ultimately to stagnation. I recall the statement of a renowned management consultant who recommended that every program should be reexamined not less than every four years from two viewpoints: (1) should it be continued? and (2) if continued, should it be operated in its present manner?

We in the Housing Agency are constantly reviewing our loan policies and procedures. We are pleased with our success but are not blinded by it. We see many areas that need change and welcome your constructive suggestions. Having participated in meetings with the College Housing Advisory Committee, I know full well that you are not all reticent, so we expect to be hearing from you.

I am sure all of you know Jay DuVon. Both he and I will be here today and tomorrow. I hope you will let us take advantage of the opportunities for you to share with us some of the problems you still have and some of the problems you see coming up because this is a sort of a year of taking inventory and it is through your experiences and suggestions that we can make this program even better than we think it is.

There is one particular aspect of our relations with our borrowers that is worth underscoring, for it belies the distorted image of a Federal program overwhelming educational institutions with the paternalism and direction of a heavy arm reaching out from Washington. A survey made by CFA staff in 1963 reveals that 73 percent of eligible colleges and universities have applied for college housing loans. The Federal dollar is highly significant in meeting college housing needs, but that is all.

Educational policy, housing programs, design and ingenious approaches, are as varied among colleges as the ability of your faculties, the talent of your planners, the imagination of your architects, the skill of your engineers - and are limited only by the desires and receptivity of your school officials. There is no pattern to college housing directed from an ivory tower in Washington. This results from deliberate policy, thoughtfully conceived and carefully maintained.

I would hazard the opinion that if we departed from this policy, we would be hearing from you - and rightfully so.

This is a logical year to take inventory of the accomplishments - and the shortcomings - of the past hundred years. The record, I regret to say, is spotty at best. Last year the Land Grant Colleges celebrated the centennial of the land grant system. Their record is one of great accomplishment.

But this is also the Centennial of Emancipation. President Kennedy's civil rights program, which is occupying the attention of Congress and of the nation, is a determined effort to catch up in this area. The President has already taken steps, by Executive Order, that are designed to help bridge the gap between our pretensions as a nation and our practices. These steps have a distinct affect on you, the institutions you represent, and the Housing Agency.

The linking of these two Centennials is no accident, for the events of a hundred years ago were truly revolutionary. The Emancipation Proclamation, and the Morrill Act which established the land grant system, were tremendous liberating forces. The educational revolution was permitted to go on, relatively unhindered - but the freeing of the slaves was a prelude to something quite different from that anticipated by either the former slaves or the champions of their emancipation.

The educational revolution opened the doors of opportunity. Undergraduate education, especially in land grant colleges, began to concern itself with the more practical aspects of life. Research was begun which made our industrial and agricultural productivity the marvel of the world. Education ceased to be contained within the ivy walls and was offered to the general public through the extension services of colleges and universities. A college degree gradually became necessary for every skill and profession.

The results of the educational revolution are all around us. The most obvious is the enormous reduction in the number of persons required in agriculture, while at the same time agricultural production has increased many fold. Another is the tremendous growth of our urban areas which now contain more than 70 percent of our population. Still another result is the steady improvement of living standards. This phenomenon has been described as the "era of rising expectations" - but not for everyone.

The former slave has shared imperfectly in the benefits of this revolution. But he shared enough to know what he was missing. Now, one hundred years after Emancipation, the Negro has decided that he will wait no longer for the equality of opportunity his great-grandparents expected one hundred years ago. But, the Negro is not the only minority which wants to share in the opportunity for rising expectations.

A little more than six months have now passed since President Kennedy signed an Executive Order on Equal Opportunity in Housing. This order was an historic milestone comparable in many ways to the Emancipation Proclamation of a century ago.

All of us who are concerned with the administration of Federal programs in the field of housing have been busy, in the days since this order was signed, working out ways to achieve its objective - the elimination from those programs of discrimination because of color, creed, or national origin.

This has been as you can imagine, an extremely difficult and delicate task. It becomes an insurmountable task, only if we lack vision. I am reminded of the old New England farmer who refused to drive his team and wagon through a newly constructed, long covered bridge. When questioned as to the reason for his reluctance, he responded: "I know I can make it into this opening, but I'll be danged if I can see how I can get through that small hole on the other end." Proper perspective can reveal the immense size of that "hole on the other end."

The housing order was followed this year by an order that will have equally far reaching effects. This is the President's order that discrimination because of creed, color or national origin be forbidden in construction employment on all Federally financed or assisted projects. You have long been accustomed to including this requirement in your loan agreements with us and consequently in your contracts with your builders.

All of these are means for attaining the social, cultural and economic goals of our democratic society.

The Joint Economic Report of The Congress lends perspective to the significance of the long-range social and economic benefits of meeting all of the needs of higher education. The report states:

"We are also concerned about the tremendous needs that exist in the field of education. Perhaps in no other field can a dollar of additional expenditure yield as high a long-run rate of return. It has been estimated, for example, that at least 40 percent of the economic growth during the postwar period is attributable to our expanding educational base."

This report strengthened our belief that passage of the Housing Act of 1961 was one of President Kennedy's major legislative accomplishments. One of the components of the Act was the provision of $300 million a year for the College Housing Loan Program for each of the succeeding four years. Now that we are in the third of these four years, it is not too soon for all of us to be thinking about what the Federal government's College Housing Program shall accomplish in the years after 1965.

College administrators, college housing officers, and we in the Government must give serious thought and study to future needs. Let us explore some of the areas in which improvements, or the application of new methods may be needed, in light of the growth of the college age population, the anticipated swelling of enrollments, and the changing nature of our economy. Perhaps a good starting point is to view the accomplishments of the College Housing Loan Program during its first 13 years. These are some summary facts:

- Housing accommodations for about 500,000 students, student nurses, interns and faculty members.
- 260 college unions.
- $1.37 billion dollars in its bond portfolio.
- Another $500 million dollars in loan commitments.
- $2.875 billion in cumulative loan authorizations by July 1, 1964 - exclusive of funds which will be available from loan repayments and the sale of bonds from our portfolio.
- All this without a single default in principal or interest.

The next step in our exploration is a look ahead at those facts and figures which may have an impact on the magnitude of future needs.

- Total college enrollment increased from 1.3 million in 1939 to 4.2 million in 1962.
- By 1970 total enrollment should be approximately 7 million.
- Assuming that by 1970 housing accommodations need be provided for only one-third of the increased enrollment -

  $4 billion additional must be available by 1970.

  $3 billion of this amount probably will be borrowed funds.

I should emphasize that these estimates do not take into consideration the existing backlog of unmet college housing needs. You who have to face the pressures of irate parents and the pleas of disappointed students need no elaboration of the current housing needs.

These are the raw statistics of numbers to be served and the dollars needed. But, both the numbers and the dollars will be influenced by the interplay of such significant factors as:

- The rising standard of living.
- The increasing number of college-educated parents.
- The increasing cost of education.
- The growth of community and junior colleges within commuting distance.
- The increasing percentage of high school graduates who seek a college education.
- The increasing proportion of enrollments in publicly supported institutions.
- The extent of private funds or direct state financing.
- The increased use of campus facilities on a year-around basis.
- The increase in students seeking graduate degrees.
- The trend toward classroom TV and other techniques to balance the number of teachers with the ever-increasing number of students.

I am sure that you can see that our view into the crystal ball is far from crystal clear. Your task of determining the housing needs of your individual institutions - long-range and from year-to-year - is affected by many of the factors which I have listed. The task of our Agency is doubly complicated, since we must analyze these factors within total national needs, and yet relate the solutions to the needs and problems of the program with which we are particularly concerned.

Frankly I am somewhat apprehensive. Population statistics indicate that the first tidal wave of students is not going to occur in 1970. By 1965 you may find yourself engulfed in a tide of freshman beanies, with platoons of determined parents standing in reserve. And I am not sanguine that colleges have planned for and are adequately prepared to meet the needs of 1965.

If institutions of higher learning do not step-up their efforts to decrease the backlog of current housing needs; if they do not face up to the need for continuous long-range planning; then the next five years may witness the blunting of an educational spearhead which has given us social and technological advances beyond many men's dreams.

Each passing day brings additional evidence of the determination and willingness of our Nation to pour more and more energy and substance into the education of present and future generations.

Each day we stand upon a new threshold of potential educational improvement. To cite only one example, we have mustered a massive effort against the dropout - regardless of educational level - for we cannot afford anything less than to prepare each individual for full and ultimate utilization of his potential. It may surprise you to learn that only 8 percent of our adults have completed their higher education. If we are to live up to the promise of 100 years ago, we cannot accept an under-educated majority. Nor can we accept the withholding of education from any minority.

I could cite numerous examples of the awakening of the American public, their representatives in the Congress, and governmental officials to the unfinished business of educating our youth. But I would be citing examples to those who are fully aware of the problem.

I know that college housing officers have enjoyed scant peace and tranquility since the first GI's descended upon your campuses. Now that the children of these same GI's are poised to enter your midst in ever increasing numbers, your prospects for that hoped for peace and tranquility may have to be deferred until your retirement.

But you have weathered the storms of the past remarkably well. Your ability to house increasing enrollments has a somewhat magical quality. You can count on our continued help in every way possible - for enlightenment and progress - through education - are basic to the achievement of our national goals.

Respect for the rights of the individual must be our prime concern. The report on "Goals for Americans," prepared by a Commission of truly distinguished citizens, summarized our primary goals in these few words:

"Respect for the individual means respect for every individual. Every man and woman must have equal rights before the law, and an equal opportunity to vote and hold office, to be educated, to get a job and to be promoted when qualified, to buy a home, to participate fully in community affairs."

To seek less than these goals would be to deny the mighty vision of the founders of these United States, whose dreams were the base and goals for our progress as a Nation.

Today - nearly 200 years later - their words rekindle our aspirations, and are a guiding light to the newly emerging nations of the world.

(Applause)

MODERATOR NYE: Thank you very much, Mr. Rafkind.

We appreciate your coming here and talking to us this morning. I think it is very encouraging. It comes as no surprise to me and I think many of you that there is a very good relationship between the theme of this conference and the attitude or philosophy of the college housing program as it relates to creativity. Our experience, and I am sure it has been the experience of others who have had relations with the program, is that every encouragement is given to provide housing in the best possible way within the spirit in which the institution is interested. There are no bars to this goal in terms of philosophy of this organization.

Thank you, Mr. Rafkind!

(Applause)

I would like to bring to your attention that later this morning there is a panel session on Federal Housing and Home Finance and our Honorary Member, Jay DuVon, or our brother for I consider him and Marian Whitmore as fixtures - he will be there to give the answers.

See you at the meeting at 10:30!

PRESIDENT GRAY: That will be all for this morning session.

President Malcolm G. Gray presiding

PRESIDENT GRAY: Good morning, Ladies and Gentlemen!

We would like to call the session to order and get off on schedule. We have a busy day ahead of us. This is the final day of the conference.

It is my pleasure this morning to present to you a man who really needs no introduction. He is one of the founders of this organization. He has attended every conference. He is in charge of Housing and Food Service at Iowa State University. It is my pleasure this morning to present to you Dr. J. C. Schilletter, better known as "Shorty Schilletter," of Iowa State.

(Applause)

DR. J. C. SCHILLETTER: We have a person this morning as our speaker who has certain accomplishments that I think are extremely unusual. In the first place, she is a Dean of Students and she has an A.B. and M.A. in Political Science - not Guidance and Counseling which is very unusual. Her experience is unusual, too. From '35 to '43 she was Senior Editor of the California University Press; from '43 to '53 she was in the United States Marine Corps, and she is one of three Colonels in the Marine Corps who have been women. She is one of two people in this entire country that is a Dean of Students who is a woman. She has been President of the Association of Women Deans and Counselors. She won the Navy Commendation Medal in '45; the Lincoln Award in 1953. She has an L.L.D. from Mills College in 1952.

The thing that pleases me the most, however, is that I had a letter from a mutual friend of mine and this is what she says: "Dean Towle is a perfectly delightful person; a good administrator; a native Californian; and she is also good looking."

I agree completely with what she says.

(Applause)

Ladies and Gentlemen, Dean Towle!

(Applause)

THE STUDENT TODAY

by
Katherine A. Towle
Dean of Students
University of California, Berkeley

DEAN KATHERINE TOWLE: Thank you very much, Mr. Schilletter. It is a great pleasure for me to be here this morning.

You are kind and gracious to extend this invitation to speak to you this morning and I appreciate the honor.

No one knows better than I how significant is the contribution made by housing personnel to the welfare of the students who come in ever-increasing numbers to our colleges and universities. Nothing is more conducive to student morale and development than a sound housing program conceived of as an integral part of the educational objectives of the institution and administered by intelligently dedicated men and women trained in business management and techniques and appreciative of the need for the closest kind of cooperation with other workers in the student personnel field. From long personal experience I know whereof I speak, and of the lasting pleasure and rewards of this kind of cooperative venture. I am happy for this opportunity to say so.

What about today's student? What is he like? Is he fulfilling his destiny as a future leader in a world fraught with tensions and uncertainties? What is his impact on our institutions of learning? More importantly, what is their impact on him?

I am sure that many of you have read Edward J. Eddy's book, "College Influence on Student Character," and will recall his statement, "A new breed of students has come to college campuses. A few years ago he was self-centered and apathetic. Now he is alive and critical."

I would like to enlarge a bit on this premise and to make a few comments about today's student based on personal observation and experience.

In the '50's we worried about the silent generation and student apathy, and the seeming lack of commitment to anything but a laissez-faire attitude. Some people still deplore what they believe to be apathy, but few who deal daily with students would describe them as "silent." Rather I would call them the articulate generation, seriously and constructively concerned with the community and world beyond the campus and vocal in their discontent with the ostrich-in-the-sand brand of philosophy of many of their elders. They are increasingly conscious of the ills of our society - racial discrimination and all that it implies to man's dignity and to our social and economic well-being, the uncertainties inherent in a so-called "nuclear age," diminution of our sense of values, with resultant laxness in moral and social principles, and a kind of educational paralysis engendered by those unsympathetic to the need for expanding educational opportunities to every qualified young man or woman so that we may guarantee an educated people in a democratic society.

I hardly need remind this audience that the fast-moving changes which have taken place in our social and economic structure within the past few decades have had profound effect upon our society. We could cite many examples to illustrate these changes, but none is more significant than the fact that until relatively recently a college education was not thought of in universal terms. Children of the so-called upper or upper-middle classes often went to college because it was the thing to do and their backgrounds were similar economically and socially. Parents of these children took it for granted that they plan and save for their children's education in much the same manner as they planned and saved for their own retirement in old age. Children of financially less fortunate families would find their place in the sun through other avenues - jobs immediately after high school or even before graduation, apprenticeships for skilled or manual labor, trade school attendance, and so on. We were, as a nation, not thinking in terms of a general education for all intellectually qualified boys and girls or that, as a nation, to provide for less than this was an enormous wastage of human resources.

Then came the years of the great depression and of World War II, bringing in their wake profound changes not only in our socio-economic structure and philosophy, but even more importantly in our philosophy of human rights and privileges. What we were witnessing, of course, was a great levelling process - long delayed and long overdue - in our democracy.

Our colleges and universities, ever increasing in size and ever more heterogeneous, reflected these socio-economic changes. Federal monies in the form of veteran's benefits and other aids became available in increasing amounts to able and aspiring students, the great rush to college was on, and with it grew the belief that a college degree was the essential ingredient to success, security, and social acceptability.

It is sometimes difficult for us to realize that present college generations have lived continuously since birth in a "cold war" atmosphere, and as Dr. Dana Farnsworth of Harvard has pointed out, "each generation seems to have progressively more unsettling cultural conditions to face, with changes coming at an increasingly rapid rate." Unsettled family life, broken homes, false and superficial standards of morality and integrity, have all created a society far from stable, and this coupled with national objectives far from clear can scarcely help but affect profoundly all segments of society, and none more so than contemporary youth.

In an attempt to "find" themselves, in the midst of many conflicting ideologies - from the left, the right, and even the middle - young people are increasingly eager to be a part of their times and to be heard and listened to, are impatient with their elders who continually seem to "run scared" from social and political change, who voice their disapproval of the present generation because they feel themselves threatened by any change in the status quo, are reluctant to accede that young people can rise to heights of responsibility and accomplishment given the opportunity and trust, and might just happen to be right! Youth's dissatisfaction with these attitudes accounts, I submit, for much of today's belligerence toward and downright distrust of authority. It may account also for their preoccupation with the feeling that they must be treated as adults, even when their own behavior patterns do not always suggest adulthood.

In this consideration of today's student I think we might also touch upon some of the pressures which beset and have profound effect upon him. Many of these pressures emanate from the mores and attitudes of his peer group - the questioning of religious beliefs, political convictions, personal values, social prejudices, as well as the common anxiety over grades, jobs, and the future - which occur inevitably at some point in the life of every young person in his quest for self-understanding and self-fulfilment.

The college student, so recently away from the protective aura of home and high school, often needs desperately a feeling of security, adequacy, and prestige. Many early marriages (though thankfully they seem to be on the decline) are entered into because of such needs or, as someone has remarked, "coming to college may signify to many young people their need to do something quickly to establish a reputation of belonging."

One doesn't need to be on a college campus to be aware that students with many divergent beliefs and attitudes are part of the educational scene today. The extremists are obvious and represent the fringe groups. Because they are "different" (actually conformists in their own way), usually more colorful if less clean, they are the ones who are highly publicized, easily labelled, and give campuses the reputation of being "communist" or "fascist" or whatever. They can, I think, be dismissed as a threat either to society or democracy unless one really believes that our democratic society is on such shaky ground.

More heed should be paid, however, to that articulately responsible segment of our present college generation, for presumably it is from this group that the future's leadership will be drawn. Consequently, the attitudes and beliefs of this and succeeding generations of young people should be of more than passing interest.

The awareness of the present generation had its beginnings in the 1954 Supreme Court decisions against segregation and the Soviet Sputnik space achievements of six years ago. The value of education and of being educated were never more forcefully brought home. Students seemed to recognize instinctively the gravity of the situation. They became excited about their studies, and the practical application of learning to their own lives.

A positive kind of motivation, lacking in the past, seemed to emerge overnight. I remember well the discussions at an all-University Faculty Conference in 1955 on student motivation. It was pointed out then that in every student there was probably a complex of motivations, including the desire to improve his social and/or financial standing, to get away from home in order to avoid family control, to continue association with a congenial group with which, for instance, he may have been associated in high school, to participate in non-academic activity normally associated with university or college life such as athletics, student government, or fraternities, to train for a specific profession or vocation, to find a partner in marriage, or to increase his fund of general knowledge.

No one can deny that these reasons were then, as they are now, understandable and some commendable, but there was at that time no special evidence of the student being motivated by real intellectual curiosity or his own urgent concern for the social and political issues of the day.

In short, the student of the '60's in contrast to those of the '50's is eager, knowledgeable, independent, and imbued with idealism. Witness the interest and participation in the Peace Corps, the protests against segregation, discrimination, and nuclear testings, and the many causes students today eagerly and soberly espouse.

Last June a Los Angeles Times newspaperman, Jack Smith, undertook a survey of today's college student. He visited several campuses and talked with faculty, administrators, and students, including those on the Berkeley campus. The New York Times had done a similar study a short time earlier on colleges in the East. The consensus of both of these surveys was that today's college generation, at least a substantial part, had become more vocal about political and social issues, and far more aware than previous generations of international problems and tensions and how these may affect their own lives.

One finds today an increasing concern about values, religion, and political and social action. There is a searching for truth and for a kind of inner bulwark. I am sure this is one reason for an upsurge in student concern over religion and the part it plays in their daily lives.

Lest all this sound too idealistic or unrealistic, I hasten to add that I would be the last to imply that all students are actively committed to the life of the mind, or to excellence of achievement, or to action against the ills of society. Certainly we have our share of crackpots, pseudo-intellectuals, and just plain trouble-makers.

But a substantial portion of our student body is, I believe, increasingly aware of the role they will play as citizens, and show a maturity and growing intellectual curiosity that cannot help but have a profound effect on the classroom and in the lecture hall. Students do not want to be underestimated. Many of them are willing "to reach for the stars" given incentive and sympathetic direction.

The pattern of student attitudes and interests is well summed up in President Clark Kerr's 1961 Commencement address:

"It is customary to view the students as being more or less at odds with their older contemporaries, as rebelling against adult authority. My own impression is that this rebellion of the young against the old is but one part of the story: I believe each student generation actually reflects to a remarkable degree the national temper of its time, but in an intensified or even exaggerated measure. And it is this difference in intensity rather than in basic positions that causes occasional misunderstandings between students and the broader public.

"In the early 1930's, for example, Americans quite generally were embracing the New Deal, and so were the students, only more so. Later in that decade, when so many people sought quite futilely to hold back the gathering clouds of war, many students flatly asserted their refusal to fight. When war did come, of course, the heaviest burden was borne, and borne with quiet willingness and often great bravery, by the student generation. After the war, when the nation was experiencing a wave of strikes over wages, hours, and other economic conditions, the students were most active in demands for better campus conditions of work. The decade of the 1950's saw in our national scene a high level of conformity, the rise of the spectre of the organization man, the emphasis on personal security in an increasingly insecure world. And, if the nation was more or less conformist and apathetic about broad issues, the students were more so.

"The 1960's are witnessing another shift in the student scene. There is active and vocal concern about the shape of society, and particularly in the areas of civil rights and civil liberties. Personal security as an expressed goal is giving way to a deep desire to promote the general advancement of all peoples . . .

"Our whole society seems to be showing a new determination to tackle difficult issues, and to find new means of preserving individualism in the face of the mass pressures of modern industrial society and the threat of international totalitarianism. There is renewed attention to such traditional internal questions of individualism as civil rights and civil liberties. When complex problems in these areas find no quick or easy solutions, there is some polarization of political opinion to the far left and the far right. And, once more, the highly volatile student generation is intensely and vocally concerned with the same matters, and some members of it drift or are drawn to the polar positions."

The heightened awareness of the value of education on the part of undergraduates presents a constant challenge to higher education. No university or college can afford mediocre or inadequate preparation for its students.

That there are inadequacies cannot be denied, and they are of increasing concern to many educators. Many, like Harold Taylor, former president of Sarah Lawrence College, writer and protagonist for today's youth, are vociferous in their charges that today's institutions of higher learning need to face up realistically to the task before them. In his article, "Portrait of a New Generation," in the Saturday Review of Literature for December 8, 1962, Dr. Taylor asserts that the educational system has fallen behind this new generation. Its direction, according to him, has become conservative, reactionary, restrictive, and he claims that the whole effort of the "talent search has been to find intellectual cogs for the industrial and defense machine."

The emphasis on research on the part of faculty has caused them to withdraw from student contacts, with the result that students have had "to find within themselves the stimulus to decision and to action. They are learning to educate themselves in their own terms . . . . If American educators remain unwilling to join the young in their search for a new society, the young will continue on their own."

Unless the college or university can create a climate where intellectual activity and social and spiritual growth can be nurtured, and in which the student can identify himself with his goals and aspirations, we shall fail to provide our ever increasing numbers of students with the fundamental requirements they need as alert, responsive and responsible citizens.

A college or university must have as its primary function the development of intellectual power and perception. On the periphery of this central objective are other objectives, and without their realization and fulfilment even the most precocious scholar cannot become a truly educated person, for educating the mind is not enough. Very briefly I shall mention a few of the concerns which are in our own area of competence.

We need, for example, to communicate to the student the concept of individual freedom and human dignity by making him aware, on the one hand, that freedom without responsibility is license, and, on the other, that freedom strengthened by self-discipline and concern for others is the cornerstone of democracy.

We need to give the student opportunity to realize and demonstrate his own capabilities for leadership among his peers, and to assist him in recognizing qualities of leadership in others.

We need to remind him by example and precept that human understanding and generosity of spirit are reflected in good manners, kindness, and good will. We need to be as tolerant as he often is in recognizing that differences of color, race, and creed have no place in a democracy worthy of the name.

We need to stress far more than we do, as a means of relieving tensions, the enduring quality of beauty: beauty of surroundings, of association, of the mind, and of the innate goodness and dignity of man.

We also need to appreciate more than we sometimes do the stresses and strains which many of our young people are under as they grasp for identity and security, and at the same time attempt to define their own values. Possibly more than all else, we need to recognize pressures in our own lives and not give in to them, lest we communicate our own frustrations and disappointments.

It goes without saying, of course, that one of the most important forces within an institution of higher learning is not only the quality of teaching but also the relationships between faculty and student. The success of the teaching program can, in large measure, be measured by the kind of intellectual rapport that exists between teacher and pupil. Numbers are making it more and more difficult to establish and maintain communication between student and faculty; but unless a modicum of rapport between the two can be achieved, our students will miss, and so will teachers, one of the great and lasting values a college education has to offer.

Expansion of residence halls facilities in order to give far greater numbers of students opportunity to participate in communal living is another, and strikingly important, means of making college life richer and more rewarding. If residence halls are in fact a real community, as they can and should be, diffusing what Sir Walter Mobeley in Crisis in the University has described "as a distinctive atmosphere which is morally and intellectually stimulating," they can add immeasurably to the student's growth and development, his feeling of freedom from tension and pressure, and enhance his understanding of other human beings, especially those in his peer group.

Because the place of the residence halls in the educational pattern is of such concern and interest to all of us here this morning, I should like to dwell a little longer on just what residence hall living should encompass.

First of all, as a structure, a residence hall should provide attractive surroundings, youthful in concept, imaginative in execution, with the needs of young people in mind - their desire for space in which to study, play, or just kill time, and also for privacy to think, to day-dream, to be alone.

Successful residence living means identification with the life and spirit of a hall which in turn engenders loyalty and pride. Like most good things in life this doesn't just happen. In my judgment it comes about only if the student feels a responsibility to his hall and its residents, which can be accomplished only if students themselves are given responsibility for establishing self-government based on self-discipline and self-reliance. We are all guilty at times of being over-protective of students and their interests because so often it is easier and less trouble. I truly believe, however, that if we really want to help turn out young men and women of maturity and conviction we must provide them while they are in college with every possible opportunity to attain these objectives. Strong student government, which implies responsibility and reliability, whether in the residence hall or in other campus activities, is an objective all of us should be committed to unreservedly. You, as administrators charged with providing imaginative (and I underline imaginative) housing and food service facilities, share with deans of students and others in the personnel field a responsibility to see that these objectives are accomplished. As I indicated earlier, this is a cooperative venture.

Along with the need for more student housing, greater emphasis on wholesome, worthwhile recreational programs would also give the student, in an era of increasing student bodies, a sense of belonging and well-being. Physical fitness is not only essential to mental health but in itself can free the student of anxieties. The more recreational facilities we can provide the happier and more relaxed will be our student population. And, in turn, we ourselves!

We must also encourage participation in all campus activities which pertain to the student and his welfare, for this kind of responsibility provides students with further authority for governing themselves and opportunity to be heard in affairs which affect the policies and administration of the institution itself. We need, in short, to make certain by every means at our command, that the college experience will ensure maturity. There is evidence that it does, given the proper incentives and instruments of fulfillment.

Institutions will need to provide, too, as many and as varied cultural programs outside the classroom as possible in order not only to help broaden the student's appreciation of the arts, the sciences, and letters, but also prepare him for these increasing hours of leisure we are constantly being reminded will fall to all of us. These promise to be pretty lean ones if we fail to persuade our young people that education is a life-long process, and that life can be sterile and pretty meaningless unless intellectual curiosity and enjoyment are kept alive.

I have left to the last in this recital of ways in which I think educational institutions must meet the challenge of increasing enrollments and student needs if we are to educate effectively our young men and women and keep them mentally and physically sound and fit, one other important area in which all of us here this morning have a special interest -

that of the dean of students' office. We have all experienced at one time or another the utter lack of knowledge or understanding of just what a "dean" is or does. Even among one's academic colleagues there are those who consider that deans or counselors are completely extraneous in the educational pattern and only clutter up unnecessarily the administrative scene, and there is always that occupational hazard of being thought of only as the campus disciplinarian, the guardian of campus morals, and the perpetrator of all disagreeable rules.

Despite this uncomplimentary picture, I venture to remark that an educational institution which fails to provide its students with personnel services of high order, robs them of effective guidance and leadership outside the classroom which may affect materially the student's classroom performance. It is the dean or counselor who can and should discover reasons why students fail to do well or suffer maladjustments in their college life. It is the dean or counselor who often senses, even before the college psychiatrist, that a student is suffering from real emotional tension and needs professional help. It is the dean or counselor who, in recognizing some of the personal problems and uncertainties which beset young people, can assist the student by helping him formulate his own problem and then refer him to others with the special skills or knowledge needed in solving his problem. It is the dean or counselor who can and should help set the pattern of student behavior, not by dicta but by wise counseling and friendly, effective leadership. And it is the dean or counselor who can interpret to his teachers and sometimes to his parents the reasons for a student's academic failure or disinterest.

Creativity is common to art, literature, science, mathematics, engineering - in fact to all areas of human endeavor. We need not only to value but to encourage creativeness in youth be it in the classroom, laboratory, residence hall, or student government. Not every one can be creative in the strict sense of the word, but most persons can learn to be appreciative of creativeness and of its rich rewards for the individual as well as for society. The more we can encourage and value creativity and self-expression in our own special fields of endeavor, the richer will be our professional and personal lives. I believe that many young people today yearn for the kind of creativity that frees the mind and spirit.

These, then, are the kinds of young men and women we are dealing with today. They do not fit the mold of the "organization man," content in his conformity and security and devotion to suburbia, but rather they exemplify that "new breed" which Edward Eddy and Harold Taylor and Clark Kerr have portrayed so understandingly.

Many of them will graduate from college or university trained in their own areas of specialization, others only with a gleam in the eye. But many will demand the best, not from arrogance but from conviction and from a belief in the eventual competency of their ideas and skills. They will hope to find in their vocations at least some of the values many of them have allied themselves with as undergraduates: the concepts of individual worth, human dignity, equal opportunity.

Just as colleges and universities are being challenged to provide more meaningful ideas and educational programs for today's generation of students, so, too, are business, industry, and government being challenged to provide opportunities where the young person of ability and creativity is not only welcomed but sought after, where mediocrity is frowned upon as unworthy, and where opportunities for self-fulfilment and advancement are conscientiously provided and encouraged. Proficient management is not enough any more than is the all too frequent cut-and-dried approach of the classroom. Both need the humanizing appreciation of the individual - his hopes, his fears, his aspirations, his disappointments.

In conclusion, then, may I state, even at the risk of reiteration, that we all have a stake in present and future student generations. They are indeed the world's source of future leadership in every area of endeavor. We cannot afford either to waste such leadership potential or to have it less effective because of stultified, unproductive years in college or because of unimaginative and frustrating years in vocational pursuits.

President Pusey of Harvard reminds us not only "that our country desperately needs the informed and truly creative among its young people," but also that the true liberal education must first "help each student find himself as an individual; then it must help him lose himself in interests, causes, and ideas larger and more enduring than he."

(Applause)

DR. J. C. SCHILLETTER: I know, Dean Towle, that I express the feeling of the Association when I say thanks. We appreciate your taking the time to come down and visit with us and, as we used to say, "come back and see us."

PRESIDENT GRAY: I, too, should like to express, on behalf of the Association, our thanks to Dean Towle.

After hearing her accomplishments and previous work - and with apologies to those schools who follow this type of thing - I do not believe she is the type that adheres to non-directive counseling. I am sure she gets a lot of work out of a lot of people on the Berkeley campus.

It is certainly a pleasure to have you with us, Dean Towle.

As you know, I am now a lame duck because your new President was elected yesterday but the traditions of ACUHO are that the President continue until the final banquet. I was directed by the Executive Committee to read at the business session yesterday this statement:

"The President was instructed to read the following statement at the August 6, 1963, business meeting" - this incidentally is dated August 2 and is from the minutes of the Executive Council meeting - "It has always been the policy of the Executive Committee of ACUHO to refuse all commercial companies the privilege of using the Annual Conference in any manner as a means of promoting their products. It is the strong opinion of the Executive Committee that no individual from a member institution who is also an employee of a commercial company in any capacity should, under any circumstance, act as agent or promote the product of his official employer while attending the Conference."

. . . Announcements . . .

PRESIDENT GRAY: If there are no other announcements, we stand adjourned for our coffee break.

WISDOM AND EXPERIENCE SPEAKS

PANEL

Moderator T. M. Rehder, Director of Dormitory and Dining Service, University of Iowa

MODERATOR REHDER: Ladies and Gentlemen:

The wish was expressed to your program committee that an opportunity be provided to ask questions of a group of old-timers - an opportunity to ask questions relating to any phase of university and college housing and feeding - policy, operations, planning, organization, or what have you. This panel is here today as a result of this request.

First of all I want to say that all of the old-timers of this organization are not up here on this platform.

Before I introduce our panel, one quotation comes to mind. It is a quotation from Goethe, an 18th century philosopher. The quotation is that "in reality we know only when we know little. Doubt grows with knowledge."

Assembled on this platform today we have many years of experience in college and university housing, feeding, planning and operations. These people represent all sections of the U. S. But it would not surprise me - and I am sure it would not surprise any member of the panel - if we get some questions that stump the panel. But I assure you each member of this panel has a wealth of experience and will honestly try to answer any question put to them. They will give you the best of their knowledge, experience and judgment.

Before I introduce the members of the panel, each of you in the audience should be thinking of the questions you would like to ask them.

Now, in alphabetical order, I would like to introduce our panel members. Please stand as you are introduced:

Mrs. Ruth Donnelly, Supervisor of Housing Services at University of California - Berkeley; Emery G. Foster, Manager of Dormitories and Food Service, Michigan State University; Thomas A. McGoey, Business Manager, Columbia University - formerly Director of Residence Halls at Columbia University;

Ted Minah, Director of Dining Halls, Duke University; Alice Nelson, Executive Director of Residence Halls, Indiana University and J. Arthur Pringle, Director of Student Residences, University of Washington.

In addressing your questions, will you please stand, give your name and the school you represent and if there is any particular member of the panel you would like to have answer your question, this we will be glad to do; otherwise, we will assign your question to one of the panel members.

Now, who is the first person in the audience who has a question?

DR. J. C. SCHILLETTER, Iowa State: How many members of the panel have followed the principles our speaker laid down this morning whereby they have put down their objectives in writing?

(Each indicates in the affirmative)

MR. J. ARTHUR PRINGLE, University of Washington: I think most of us at one time or another reduced to writing the objectives of our residence hall program but I wonder how many of us re-study and re-define these objectives and adopt policies and programs consistent with these objectives? Going through my mind, while listening to Dr. Flemming, was a realization that perhaps we at the University of Washington have not done this and perhaps we could give it more attention in the future. I think it is something more than having something written down - which is fairly easy to do. You appoint a committee and get it done. But, the important thing is to follow through on the program and try to realize and fulfill these objectives.

MODERATOR REHDER: Does someone else have a question?

JOHN A. STEFFERUD, Temple University: I could use some "wisdom and experience." I am faced with a problem. We are going to begin to go into a building program. I need some literature so I can deal technically with architects. Does someone know of any literature I could read or individuals I could see? In planning the dormitories I am going to have to work closely with the architect and I know very little about architecture. I would like to know where I can find out what types of things have gone over well - for example, built-in furniture.

MRS. DONNELLY: What are you building them for?

MR. STEFFERUD: Undergraduate students.

MRS. DONNELLY: What do you want to do in your building?

MR. STEFFERUD: Now we have a large commuting enrollment and many people who live outside Philadelphia. We want to move them onto the campus and get them closer to the University.

MRS. DONNELLY: I am sorry to be troublesome but what I am getting at - unless you know what you want in it and why you are building them - unless you know what your objectives are, you can't argue down an architect. I haven't stopped talking for 20 years and I am still having trouble with architects.

MR. FOSTER: I don't know of any place where this information can be obtained for the simple reason - if you go to a different institution you will get a different answer. Take the question of "built-in" - you will get as many answers as there are institutions. You will have to study the field and visit other institutions that have basically the same problems you have. Don't forget that you will make mistakes no matter what you do. All of us have some housing we would just as soon not have but we still use it and will for many years to come.

MODERATOR REHDER: The Research Committee of ACUHO has put out a bibliography.

MR. MCGOEY: That would be my suggestion as well as visiting the displays and exhibits here picking up material.

MRS. NELSON: One of the things you have to do is visit other institutions. No matter where you go or what you do, you will get ideas. I can't tell you how many I have stolen - but you have to adjust them to your situation. Your school is different from every other school. You have to make a list of what you want. Don't worry about writing specifications. You have to learn to read blueprints or you will get what you don't want.

MR. J. ARTHUR PRINGLE, University of Washington: I would heartily endorse the use of mock-ups. I would like to see us mock-up a dormitory and see how it works and then tear it down and do it right. Certainly anything that is repeated very many times - such as student rooms, or any equipment repeated many times - mocking this up will be of tremendous value to you as you probably already know.

MRS. NELSON: One of the most valuable pieces of equipment you have is a ruler. Always keep one in your pocket or pocketbook and measure every place you go.

MR. DAVID N. HASELTINE, Graceland College: A year or two ago we got through the Association a fine volume that would work very well as a start.

MRS. NELSON: College Students Live Here.

MR. HASELTINE: It helped me very much because I had a new President of the College and I gave it to him to use.

MR. VERNON NELSON, Vanderbilt University: We operate three cafeterias on our campus - one in the women's quadrangle feeding 700 on a contract board basis, another where I feed about 1,000 males on a meal ticket contract basis and also on a cash basis and one small cafeteria feeding 300 a meal. We have been making a study trying to find a system to permit the student to eat in any of the dining halls with an interchange of meal tickets. I would like any experience any institutions have had in this practice.

MR. TED MINAH, Duke University: This is an increasing problem particularly as our campuses spread out and the distances become greater. I asked yesterday on the tour how long it took to walk from one side of the campus back to Sproul and somebody said 20 minutes. I asked if they came back to meals and they said that most of them do. We have a similar problem at Duke. Our Women's College is located a mile from the men's campus and now, with an increasingly large number of girls taking science courses, etc. which they have to take on the men's campus, it means they have a conflict during the noon meal. I would like to be able to say, "All right, girls, come and eat in the men's dining halls." These halls operate on a pay-as-you-go basis. But, in the first place, we wouldn't know whether they were coming or not. However, we have organized a plan whereby the Dean of Women permits a certain number - actually it is 120 - to eat on the men's campus at noon. They have no ticket. We have a list of the names and as a girl goes through, she is given an allowance of 90¢ a meal. She can pick anything she wants. This has brought a few problems but it has also solved many problems and the girls like it very much.

MR. NELSON: Is this for a particular period of time? Can they go back to their own dining hall if they wish?

MR. MINAH: Each semester we get a new list. Usually we have a Monday-Wednesday-Friday group and a Tuesday-Thursday group. They are supposed to come through and eat. We hope they don't and are very happy if they go home to eat.

MR. FOSTER: I don't think anyone has more of a distance problem than we have because all of our housing is on the periphery of the academic campus. We allow interchange but it is by arrangement only. The dormitory manager goes over the schedules which the students present and verify it and give certain meals for certain days each week at specific locations. At the end of the month these are exchanged between the various dining rooms. We would like to offer them the opportunity to eat any place but you know what your planning problem would be. This works out very well but this is not too prevalent a practice.

MR. NELSON: We have scoured the countryside for anyone who had a system of interchange. The University of Rhode Island tried it. We asked them specific questions but it came to a point of a very limited menu as opposed to the wide selection which we offer in our cafeteria and I feel that would be a greater problem.

MODERATOR REHDER: Is there another question?

MR. WILLIAM W. SKIDMORE, Utah State University: Do you have any kind of a shuttle bus service on any of your campuses to get people back and forth with or without additional cost? - Where the campuses are spread out and you are housing your people sometimes a good distance away, what experience have you had getting students to class, meals, etc.?

MR. PRINGLE: This has been discussed periodically at the University of Washington because we have a big campus. One of the terrific problems is that it is a peak-load thing. To have any kind of transportation facilities to respond to this peakload in 10 or 15 minutes would be fantastic although some study has been given to moving belts - particularly uphill. The University hopes to have this particularly from the big parking lots up to the campus proper. I think any system of transportation would be very expensive and perhaps impractical.

One further word! I notice at airports they are beginning to go through this and at the World's Fair in Seattle they used these little trains hauled by electric cars but that is expensive.

MRS. NELSON: We have a free library bus at night that makes the circle of the residence halls and sororities and fraternities. That is run by the University. The city bus comes through the campus every 34 minutes and goes out around the dormitory area. Many students ride that bus. Cars are all kept off the teaching part of the campus.

MR. MINAH: Our city bus line provides a bus between the men's and women's campus. We also have a 20 minute break between classes to allow students to get back and forth. The charge is 10¢ to ride the bus.

MRS. DONNELLY: All our housing is on the periphery of the campus and some more than others. We do run a bus back and forth to the halls which are up the highest hill farthest away. We charge them $6.00 a semester and the buses run in the morning, at noon and about every 20 minutes from 8 o'clock. On married student housing, which is even more on the periphery, the transit company is now running a bus through the university for which they pay extra. I think it is only 10¢.

MR. FOSTER: One of the things that doesn't exactly bear on the problem and yet has a definite angle is that in planning residence halls with academic facilities in them, which Foster Sherwood, inadvertantly pointed at the University of Michigan but it is Michigan State - we have tried to put them so that people could take morning classes in a hall and take other classes in the afternoon outside and the other half does the opposite, which cuts down on this problem and the amount of surface transportation that is used. It could well be borne in mind in future planning that this might be a help.

MR. ARCHIE POTTER, Western Michigan: We have a shuttle bus that takes about 80 people every 20 minutes and the cost of this is in the student fee. Our classes on one campus start on the hour and on the other they start 15 minutes after the hour. This is a distance of not quite a mile and many walk it. We have had the shuttle bus a long time and it works out well.

MR. ROBERT KITTREDGE, University of Nevada: My question is on contract feeding. We are going to build a dormitory with a dining hall for the first time and we have to decide whether to do it ourselves or have contract feeding. What is your experience and on what basis do you make a decision on this question?

MRS. NELSON: If you want to pay for the building, you had better have contract feeding because you can give the students more because many won't get up for breakfast, and so you have more money to run a better dining hall than if they come through and pay as they go.

We have a big graduate unit for 1200 married graduate students. When we first went in there, there was a lot of howling because they were not going to be through their chemistry experiment and couldn't get back for lunch, etc.

But they wouldn't have it any other way now. They love the association with each other and the social life around the dining table. Our trouble is to get them off the chairs and somebody else on.

MR. KITTREDGE: My question is having a food service organization come in from the outside or to handle it ourselves with our own personnel.

MR. MINAH: Actually, Alice had the answer to that question - if you want to pay off the cost of the dormitory, you had better run it yourself. To answer your question more specifically, I'd like to say that first of all you must know your costs. You must have a complete breakdown of the amortization of the edifice, what a fair rental cost should be and what you should set up as a reserve for replacement because the equipment will depreciate rapidly. You must have a fair cost for heat, light, power - replacement of utensils, etc.

You will find if you have an industrial caterer come in and run your dining hall for the most part you will have to hand these to the industrial caterer as an out-and-out subsidy to begin with and that can amount to 14% to 20% of the total income and the industrial caterer will graciously pay you 6% in return, and on top of that make a good profit on absenteeism. I say run your own operations by all means.

MR. MCGOEY: We have been through the studies on this a number of times at Columbia. I should say we also have, and still are, operating our food service ourself. I would ask first - how many students will you feed?

MR. KITTREDGE: About 150.

MR. MCGOEY: I think size makes a difference. We and others are able to hire people who are able to do a good job. In talking with many small college administrators I find they are so harassed by trying to find proper managers and keeping help that they are driven to outside concessionaires and have been thankful even though it does cost more than if they were able to operate it themselves. I think it boils down to a matter of judgment on your part as to the management headaches and problems associated with a small feeding operation along with the dollars you will get from it. As long as you are aware of the costs in it, then go ahead and make your judgment.

MR. WILLIAM JENSEN, University of Denver: I am interested in a summer conference program. What is the best way to have people pay - as they come in or out? Do you have them after the summer session is over? Do you require your people to stay for this? What is some of the prevailing philosophy on this?

MR. J. ARTHUR PRINGLE, University of Washington: As far as paying is concerned, we have done it both ways. Initially we were influenced by state regulations. You know if the state sells anything we have to get the money first and then give the service. We have gotten away from this so that now a person checks out as he would from a commercial lodging. Our experience with this has been very good. Even last summer when we fed and housed in some degree World's Fair guests, which were practically anybody who wanted to make a reservation, we didn't have any difficulty at all.

Normally we deal with institutes and conferences sponsored by university departments. It is a little easier to do it when they check out because then you know when they are going to leave and how many meals they have had, etc.

MRS. ALICE NELSON: I don't think I want to add anything. We take the money in advance but lots of times we wish we didn't. Maybe we will change. Maybe we are just behind times.

MR. EMERY FOSTER: We are in about the same position also. One of the reasons we collect in advance is that it takes less bookkeeping to refund for those who have to leave before the conference is over than trying to find out who had what when we are not set up like a hotel. It would be more expensive as far as labor and mechanics. I think this is a cheaper way of doing it. Art's way is probably more efficient.

MR. TED MINAH, Duke University: I think one question was - when is the best time to schedule these. That depends a great deal on your operation. I would say it would be preferable to schedule them after the summer session so as to utilize your employees and not have to lay them off. This is always a tremendous cost to the college feeding operation.

MODERATOR REHDER: There is a session on Summer Conference Feeding this afternoon which I am sure you will be interested in.

MR. ROBERT STEWART, Washington University, St. Louis: To what extent, if any, do you increase services in the summer? Do you continue on with regular residence hall operation or do you try to become more like a hotel?

MRS. RUTH DONNELLY: We operate somewhere in between. We do give conferences more services. We make the beds. Of course, we charge them for it. The summer conference program is very important to us. It is one of the ways we give the students more during the academic year. We run the summer session and conferences simultaneously and all go mad but it is very profitable.

MR. FOSTER: I don't have much to add except that you charge more and give more. This is a matter of trying to satisfy people who are willing to pay more than what you might consider the minimum you give students. I think your conference guests will expect a little more and are willing to pay for it and you will also have a little more profit.

MR. MCGOEY: You must be somewhat as we are in New York. Regardless of how much you charge, it will be so much cheaper than you pay in a hotel that they are grateful. So I suggest you give more services because they are grateful for more services and appreciate it - and charge for it.

MRS. NELSON: It takes care of all the help you have in the wintertime and you don't have to lay people off in the summer.

MR. VAN RICHARDS, Oregon State: We are anticipating going on a somewhat year-around academic schedule. Do you operate counseling on summer school and post-summer school sessions?

MR. J. ARTHUR PRINGLE: At the present time we don't have a very strong counseling service during the summer primarily because they are returning teachers and graduate students so that it is not necessary. There has been a minor activity program but I suppose, if we get into a twelve-month schooling situation, we will have to continue this activity straight through or set up buildings to cater to the typical undergraduate and give them the same program and services we do during the regular school year and perhaps put the more adult groups in another building.

MRS. NELSON: We run the same program in the winter as the summer. There are just not as many counselors because there are not as many students.

MR. JACK E. LOCKETT, Wayne State: I wonder if the panel would discuss or comment on the advantages and disadvantages, as they see it, of coeducational housing.

MRS. DONNELLY: We began this at the University of Berkeley using individual halls or individual sections and having combined dining and combined management. We continued it because we found it very successful. We have in the complexes we are building now, two halls for men, two halls for women with common kitchen, common management, common recreation. They may do things by themselves or they may do things together. We don't put them all in the same hall. Our concept is slightly different from the campus at Los Angeles where they put them in the same hall. We have other halls which we use for men and others for women.

MR. LOCKETT: Why do you do it that way?

MRS. DONNELLY: In Los Angeles it is working fine but we are not sure it would in Berkeley.

MRS. NELSON: We put the girls in the high rise building in the middle and boys around in most cases. On the medical campus in Indianapolis, we have one addition which has five floors and we started with two floors of girls but now it is four floors of girls and one of men. We have had no problem in either case. In our large institutions where we have thousands of students, this makes a smaller center. You have both men and women in the dining rooms, libraries and all facilities for the group and they feel as if they are a college within a university and don't have the feeling of an enormous institution.

Another thing I found out - because I am worried with finances - I have to keep on building - is that I can better pay for that situation. We have never been able to build dormitories for single students that paid for themselves and yet today I have ones that will pay their bond issues because they are groups of 1,000 to 1,200. I can pay the bond issue - maybe $285,000 a year for the complex and I can make $312,000. So it is not hampering me from going ahead building the next one.

MR. FOSTER: In addition to the financial problem, all of us were worried somewhat about moral problems and we also have the academic problems. I don't know which is the cause and which is the effect. Our faculty wanted coeducational housing because they wanted to maintain the traditional division of about half men and half women in their classes, specially the freshmen and sophomore years.

You get to the personnel side of the question and you also have another problem. I would hazard a guess that it helps on this. I am wondering, Don Adams, if you wouldn't like to pick it up?

MR. DONALD ADAMS, Michigan State: We definitely had far fewer problems in our coeducational halls where the students got along so well on a sort of brother-sister basis. Some are more concerned about the men protecting the women.

They get into battle with men coming from across campus. We have far fewer problems and they are turning away something like 80%.

MRS. NELSON: We are all individuals and what I like and what you like are not the same thing. The same is true of students. Don't think coeducational housing is the answer for everything, or everybody, on your campus. You have to do all kinds of building and arrangement if you keep your student body happy because they are all kinds of individuals.

MR. MINAH: I'd like to say a word about coeducational feeding. We have the men on a pay-as-you-go basis and the women on contract board. We permit the boys to eat on the women's campus. This caused a little problem at the beginning as far as the operation of the hall but it leveled itself out. We are able to anticipate the number and it has raised the tenor of the dining hall and the girls and boys like it. I feel we have contributed something to their education.

MR. MCGOEY: We do not have coeducational housing or feeding at Columbia. I am anxious and Joe Nye is anxious to try coeducational feeding. I think that is an excellent opportunity for us. I am very concerned about coeducational housing in New York City. I think this is something you should consider - those who are in the center of cities. I think the moral problems are more serious and have many other aspects than in a case where you have a separate campus with only coeds to contend with.

MR. J. ALBIN YOKIE, Southern Illinois: Last year the people of Michigan State and Wisconsin spoke glowingly about classrooms in residence halls. Last night the Vice Chancellor spoke of it again. This morning Emery mentioned it. I feel compelled, at the risk of being vilified or pilloried to report that Southern Illinois University antedated Michigan State by about four years on this and, while this is not widely known or publicized, I think this should be a permanent part of the record.

The question I would like to ask is two-fold. I cannot help but be impressed by Elmer's view of the people entering the housing field. When you observe the great increase in the size of housing programs, you can see the great need for administrative people in the years ahead. I wonder if the panel would care to comment on how we can encourage our graduates to enter housing and view it as a career and not as a step to other careers as it has been in the past? How can we encourage qualified, ambitious, dedicated people to enter and how can we improve professionalization?

MR. J. ARTHUR PRINGLE: I think salary might have something to do with the question. If you get the salaries up, it might do a great deal.

We can do more in our institutions. We are dealing with students. If we can get them interested in this through the use of students as employees throughout the system - in the kitchen and janitorial and housekeeping end, counseling and advising - if we can stimulate them during this period to choose this for their professional work, I think we will be gaining a lot. I can see this happening. Students have been introduced to this as part time work.

MRS. NELSON: I think I ought to call on George to answer that. He seems to have a great interest in retired Army men and finds it a great group of people really interested with excellent training.

MR. GEORGE OLSEN, Indiana University: As far as servicemen are concerned, there are many of them who are reaching this twenty-year service time which will entitle them to a good retirement. They are majors, colonels, lieutenant colonels. When you stop to think what the various Services have put into these people in the way of training, we feel we should not see this money go down the drain. So, we are taking advantage of the situation. I think they are doing the same thing at Purdue. We are getting highly qualified, capable, mature individuals who are starting at salaries that, in addition to their retirement, will give them a good income. Of course, besides the salary we have fringe benefits which are very important. They have one retirement pay and can work toward ours.

As another suggestion - you have placement services at your university and you can list your positions with them. I think there are a number of people, particularly students, who would like to come into this field which is relatively new - in fact, very new.

You spoke of professionalization. This is another thing we are concerned about. What about tenure? Sooner or later I think we will have to face up to this. I think students in school are interested and it is a matter of getting information about the positions available to the placement people.

Going back to these Service people - don't overlook the training that the Services have put into these people. They have families, which I think helps a little in our line of endeavor and they know the problems of young people. These people are in their 40's and might experience difficulty getting into industry because industry doesn't want you if you are over 40 today. I think these are good people to bring into our organizations.

MRS. DONNELLY: I would like to echo what Art said about the student who works in the halls and taking time to talk to him when he comes and says, "How do you get a job in this field?" This is hard because we don't want to take the time talking to a student who may, or may not have an interest but I think we have to do it.

I would like to make a comment about the professional aspect of this. A good many years ago our President said, "A title may help you gain prestige but it won't give you professionalism. In order to have professionalism, you must behave as a professional." So, in this business of getting prestige, it is our responsibility to act as though we were professional people - so other people will think we are.

MR. MCGOEY: I think there are several areas we can look to for developing future residence hall administrators. One of the most prolific is the residence hall student councils. It is our responsibility as administrators to keep our eyes open for young men and women in the councils, dormitory advisory committees, etc. for someone who seems to be interested in this.. We have two representatives at this conference from this group. I think we should have a liaison with them. We should try to have them represented particularly at our district meetings. We need to work at this. The Association has done a certain amount of this. I have seen a brochure advertising an Institute. Keep an eye open for student employees who seem interested and are good supervisory material. Talk to them; go out of your way to do it. It takes time and work and it is hard to do but, if you want to develop the residence halls of the future, this you have to do.

MR. MINAH: From the standpoint of food service personnel, ACUHO is making a real effort to train some of these young people. Vern Kretschmer is in charge of a program whereby several boys and girls who are taking institutional management in college, work for a university during the summer for ten weeks on an on-the-job training program. They follow a regular curriculum that has been set up and are under the supervision of a trained dietician. They receive a salary of $500 plus room and board. This is a real step and it is under way. As I understand, last spring there were 54 requests for this training and most of them were placed in the area around Chicago and the Midwest. We hope to have two at Duke next year.

MR. FOSTER: There is one thing I think all of us ought to realize - on university campuses we are going to be competing in the next few years with the faculty who are out to gain all the professional standing they possibly can. They will be in the driver's seat for the simple reason there will be a scarcity of faculty in relation to the number of students and they will dictate this. I don't blame them. They have been fighting for this for many years. You will be competing with them for recognition and you will not be in as good a position as they are. We cannot all have doctor's degrees. Therefore, my advice would be - to paraphrase Pearson, the new Prime Minister of Canada - "We should strive to deserve success even though we never attain it."

MR. MINAH: I would like to project one thought and that is that I feel and other colleagues have felt the same way we must establish some kind of a salary scale as an objective. I feel a person who operates the dining hall of a college campus should receive the pay of an associate professor with a Ph.D. degree. I would set that up and that would be determined by the pay scale on the individual campus.

MR. J. ALBIN YOKIE, Southern Illinois: I previously had the honor of serving as International Advisor to the student group and it is very gratifying to see student leaders' interest in housing as a career. I think this is a good source of people for the field.

The question of professionalization is a question that will not be solved over night. It is something all of us will continually have to work on.

MR. MCGOEY: I think this question of salary is worth one more comment - in attracting and keeping good people.

I worked out a table attempting to equate several levels of our administrative people with the instructor, assistant professor, associate professor, etc. with several other factors, which I felt should enter into it. The faculty pay is for nine months work and our people are on a twelve-month basis. There are other factors - our faculty are allowed one day off a week or the equivalent. I put all these factors in in order to weight the scale in the direction of showing that the residence hall people should have certain salaries. If they were equivalent to an assistant professor in importance, their salary should be so much more than an assistant professor for the twelve-month period. I showed this to the President and he took time to study it and, although we have not completely implemented it, we are on the way.

MR. JAMES R. DAVIES, Tulane: It seems to me that many institutions at one time or another write down on paper or discuss the objectives of the institution but I find two approaches to this problem besides the logical approach of then attempting to implement the objectives: one is that the objectives are a lot of hogwash anyway and really don't represent what we are working on; and the other attitude is that - yes, we believe firmly in these objectives but then we go out and by our actions really state other objectives from the ones written down on paper. I have observed these conflicts in institutions and I wonder if you could resolve that.

MR. MCGOEY: I give you Robert Browning - "A man's reach exceeds his grasp; else what is heaven for?"

MRS. NELSON: Get in the corner and talk to yourself occasionally. You are there because the students are there. Sometimes we get a little too high and mighty.

MR. LEE FOLLEY, Central Michigan: We have heard quite a bit about private enterprise coming in and building residence halls on the various periphery areas of campuses. What is the feeling of the members of the panel concerning this type of arrangement versus building it ourselves?

MR. PRINGLE: I believe the college or university can do a better job but frequently there are local situations which keep the college or university from doing a satisfactory job so it is necessary for private enterprise to come in. Specifically, it may be a lack of capital or a lack of interest on the part of the institution or a lack of ability to provide those facilities the students need. So, I think we will be faced with this continually. I don't think it is a good trend.

MRS. NELSON: It depends on your institution. We have had people visit us and one has gone so far as to acquire some land. They are still a year behind when they said they were going to start to build. Since we now have 10,000 students we are housing and feeding, I'd kind of like to let the other guy do the work. We think our department is pretty heavy. We not only have residence halls but also have an office building all our own because it takes a good deal looking after - that $8 or $9 million that comes in each year from those students.

Wisconsin has a different situation. They have 30% out-of-state students where we have 12% or 14%. They have a law in Wisconsin which says that only 5% of the out-of-state students can live in the residence halls. So they have been able to go in and build these beautiful dormitories but they charge $1200 to $1500 for nine months. We have a lot of students who could not pay that amount. So, it will not let you out if they come in because those building have to have 12% on this money to take care of the situation. It is like an outside feeding group coming in. I think you can do a better job but you have to work.

MR. ARTHUR ROE, UC-Santa Barbara: It seems to me from a financial standpoint and the taxpayer's point of view, some commercial housing will relieve our situation. They will pay taxes and will support our school system.

MR. FOSTER: We have a new regulation that anyone 21 can live any place he wishes. We have a lot of apartments springing up all over the community. I am not sure whether they will work out. I am not opposed to it but I am opposed to their methods. They rent a two-bedroom apartment for $260 per month per person and the residence halls charge $102 a month. The students get out and see what they have to pay for the same facilities they have in the residence halls and they scream. I'll let you know next year what happens.

MR. PRINGLE: The primary consideration is not the competition or so much what it costs as it is whether or not there is an opportunity to extend education into a commercial venture. For the most part I think we do not because we do not have control. They can provide the basic essentials and they are taxpayers and that is good. We like it. But are they contributing to the overall objectives of the residence hall program? If they are, fine; if not, maybe we shouldn't encourage them. I think competition is healthy. We can learn from private food and housing contractors.

MR. ROBERT JONES, University of Arkansas: To what extent should we, or should we not, restrict out-of-state students in residence halls?

MRS. DONNELLY: At the University of California in Berkeley because it is a publicly supported institution, we give preference to Californians and on a percentage basis, directly in relation to the number from the state or foreign country in attendance.

MR. FOSTER: We have no restrictions but the University of Wisconsin has it by legislative edict.

MR. E. J. TOWNSEND, Michigan College of Mining and Technology: How are differences of opinion between the housing office and business office resolved?

MRS. DONNELLY: At Berkeley the President of the University has set it up so that the Dean of Students and Business Manager are jointly responsible. It has worked fine and I am here because I represent student personnel on the panel.

MR. FOSTER: This is a matter of people making up their mind to work together for a common objective.

MR. HAROLD HAKES, Southern Illinois: I would like to poll the panel - what trends do you see developing in housing at the present time?

MRS. NELSON: I think you have to build for all kinds of people. You have to have various kinds - coeducational, apartment living, etc. You have to have everything in them. I don't think I am committed to classrooms but I am to libraries, study carrels and things of that kind. Don't get in one corner.

MR. PRINGLE: I think the trend, as Alice has suggested, is to more diversification and new programs. As was mentioned by our speaker last night, there has been very little research on what residence hall environment contributes to the forming of student attitudes. More research is being done constantly and some of it will bear fruit. I am certain programs will be adjusted accordingly. The old concept of a place to eat and sleep has changed terrifically and it will be closer and closer identified with the total program on the college and university campuses.

MR. MINAH: I see a trend to making smaller units of housing and feeding, which is a trend back to the 15th century - to the Oxford and Cambridge system. At Duke, as an example, we are breaking down our college units, which was a big, massive quadrangle into units of fifty.

MR. FOSTER: I give you a trend in direct contradiction to Ted Minah. I think you are going to have larger units and you will have to find ways to break them down. You have to go in the two directions.

MODERATOR REHDER: We are running short of time.

MR. CARL S. LEDBETTER, University of Redlands: I retired from the Army so I can afford this job. We are almost entirely a residence campus with 1300 students of which 1100 live in. Our percentage or ratio of boys to girls is 6:8. How does this compare with other schools? Should we plan any more? We have a hall to be finished in October.

MR. FOSTER: That depends on how you look at it. In most communities you will have to have housing because the community will not expand their facilities.

MODERATOR REHDER: I am sure any member of the panel will be glad to see any of you individually if you have questions still unanswered.

Now I would like to ask each one to give a very short summary.

MRS. DONNELLY: Housing officers have to be generalists. Those of us who have been at it the longest are less and less sure about what we know for sure. And the third comment I would like to make to those brand new - and those not so brand new - is that it seems quite clear to housing officers who are not new, that the new ones who come into our lives can always tell us best how to do everything - and this is part of the higher education enterprise. They educate us and we should attempt in our modest ways to educate them.

MR. FOSTER: We should take to heart what our speaker said - that our objectives should be well defined and include what our contributions can be to the educational or academic objectives of our institution.

MR. MCGOEY: I had in mind giving you the Ten Commandments but I think I will give you a quick check list. These are the result of some of the observations I have made and what I would give to any young fellow who came in to see me:

1) Simplify problems - Get at "crux" - strip away details and non-essentials, and deal with central issue. Often not easy to get at heart of the matter - many obstacles - not least of which is often your own staff insisting you deal with peripheral or side issues. Dr. Flemings' "reduce objectives to writing" is a great help in this.

2) Do not jump to conclusions - either on insufficient or circumstantial evidence or through emotion of hurt vanity, pride or jealousy. Too often the emotions of your staff will lead you or tempt you to jump to conclusions before checking the other side of the story.

3) Use emotion constructively -

Anger	At sloppy work, poor materials, etc., but not blindly striking out with much noise and no effort. (factor in "jumping to conclusions")

Pride — In work well done by staff and employees - In good organizing - In successful year but not to extent of "resting on laurels" - "know all the answers."

Disappointment) In yourself and staff - OK -
) lessons learned - let's get on
Discouragement) with it - do better next time

4) Strive for Serenity - develop a thick skin - don't be over-sensitive to criticism or slights, fancied or actual - your staff needs your calmness and steady hand. This is a major factor in exerting leadership.

5) Be a Good Listener - This is a virtue in all your relations with other people but of great practical value in your job. Not only does it give you the value of the other fellow's thoughts but it convinces him you are a very smart person and as his opinion of you rises, his desire to help and cooperate also rises.

6) Keep a good set of accounts - know your costs as well as income (Treasurer of society story - "There was a considerable amount of the year left over when the money ended.") - be a good budget planner (therein lies the heart of good management) - policies review etc.

7) Get and keep good friends - staff and employees with good personnel policies. Polonius's advice to his son (Shakespeare's Hamlet) - "Those friends thou hast and their affection tried, grapple to thy soul with hoops of steel." I'm surprised at colleges with poor personnel policies - few benefits - no grievance procedures - wide open for union organization.

8) Communicate well (In addition to usual "up and down" communication) - Write and speak effectively - so very important - takes much practice - reports, letters, etc. - strive for clarity and conciseness - quite a game - very difficult but rewarding.

9) Delegate - responsibility and authority
(Never one without the other)

10) Help your boss and his boss - Find out what his problems are in your area and think through what

you would do if you were in his spot - then write your reports and recommendations accordingly. Don't just do only "what is expected of you" but something more. Not a "yes" man concept but a constructive aid in solving your bosses problems and if possible his bosses problems.

MR. MINAH: My advice is - help stamp out monotony. I am talking about foods. Help us erase the stigma attached to operating monotonous dining halls. Those who have industrial caterers operating food services, I suggest you write into your contract a format for a selective menu. It will bring a tremendous upgrading of food services.

MRS. NELSON: It has been a long time but my feeling is - put yourself in the other person's place - your student, your boss, your employee. Don't think you know it all because you don't. Do it with a smile. Don't bring your personal problems to the job. They have them, too. Leave yours at home in the morning. You get bored with people telling you all the things that are wrong or that happened to them. In construction jobs, the first thing you have to do is learn to read blueprints and talk to workmen. I go to all the progress meetings with the workmen. Don't think you are so much more important than they are because you are not. They are the important ones.

MR. PRINGLE: Albert Schweitzer is reported to have said, "The most important virtues a person should have are courage, objectivity and responsibility." Of these three virtues, I think that what we seem to lack the most is "objectivity." I do think we lose objectivity in this work. We tend to think we have the "right" answers. I think this is a good example because we so-called "experts" have not really answered any questions.

I think "objectivity" includes being flexible. We have to be flexible if we are going to improve and adequately serve the student needs in the future.

MODERATOR REHDER: Thank you, folks. You have been a wonderful audience. I want to thank you for your participation.

(Applause)

And a big thanks to each panel member who participated.

(Applause)

(The meeting was adjourned.)

FEDERAL HOUSING AND HOME FINANCE

Speaker: Jay duVon, Director College Housing Program, HHFA

Moderator: Joseph P. Nye, Director of University Residence Halls, Columbia University

MODERATOR NYE: This panel session has as its title "Federal Housing and Home Finance." This is an informal session.

It is our very good fortune to listen to our long-time friend and fellow ACUHO member - almost - Jay duVon, who is Director of the College Housing Program for the Housing and Home Finance Agency.

There is an ACUHO Advisory Committee to this group. We have been acting in that capacity for a number of years. It has been my good fortune in the past year to be the Chairman of that Committee. The report of the Committee will be available for distribution this afternoon at the general business meeting along with the reports of other committees. So, you will have an opportunity to read it at that time.

For those of you who may be interested, I would like to read briefly the Committee objectives as we understand them:

To serve as a communication link between colleges and universities and the College Housing Branch of HHFA;

To familiarize HHFA officials with the problems of financing the construction of college and university housing and service facilities;

To suggest changes in administrative procedure to HHFA officials to make this financing program of more assistance to educational institutions;

To consult with HHFA officials on changes in procedures which that agency proposes; and

To suggest techniques to make housing bonds more attractive to private investors.

We hope this Committee has been helpful. It consists of other university officers as well as housing directors. It has been my personal observation that it has been a fine, two-way street and definitely a fine factor in two-way communication which is very important.

I have asked Jay to bring us up to date on the activities and progress in the past year. This will be as informal as you want to make it in terms of receiving any suggestions or answering questions you might have.

Without further ado, I will turn this over to Mr. duVon.

(Applause)

MR. JAY duVON: It is always good to be back with my old and new friends in ACUHO. Your annual meetings have always been exciting for me. This is the eleventh I believe that I have attended.

I well remember the first one I attended at Berkeley and the stimulation I received from finding myself among people who were grappling at firsthand with the same sort of day-to-day as well as long range problems of student housing. I hope the insight I received into those problems has been reflected in the administration of the College Housing Program.

Your theme for this conference is "Creativity." I would like to think that one thing which we have provided in the College Housing Program is an atmosphere, a climate, in which creativity and innovation could flourish. From the first we recognized that diversity was very much the heart of American education and that the College Housing Program could be most useful by full recognition of this fact and affording you and your institutions the widest possible latitude in working out your own individual solutions to the distinctive and unique situations on your own campuses. All of this is demonstrable as you yourselves have seen from campus to campus, from East to West.

In addition to recognizing the need for a climate of freedom for creativity and innovation on your part, we have tried hard to be creative and ingenious on our part in developing financing which would be flexible and adaptable to your needs. System financing, open end provisions, the rating of bonds, the sale of bonds from our portfolio, the creation of an expanded market for College Housing bonds are all directions in which we are still working and will continue to work.

Like Master Plans, our work is never finished. Unless continually revised and re-evaluated in the light of ever-changing circumstances, we would fall behind and fail to keep up with your own developing needs.

Coeducational housing, units of 4 and 8, house plans, the problems of newly formed institutions, changing concepts of carpets - acoustical insulating floor coverings - college-owned fraternity and sorority houses are some of the many facets.

In all of this the help of your Association and the members of the Advisory Committee from your group has been invaluable. I know that we can count on them in the future.

I would also like to say a word about our Regional Offices which carry the real burden of application processing. Since I have been here in Los Angeles, many of you have come to me with kind words about our Regional people and I assure you that this is balm to our ears. They are a hard-working and dedicated group and have become your firm friends. I would like to mention the names of those people because I think at least two of the names will ring bells:

Dick Thompson and Rick Lilly in New York City; Neil Daley and Paul Howe in Philadelphia; Sam Evins and Mae Ratchfred in Atlanta; Paul Harris and Marion Proesal in Chicago; Travis Miller and Emma Brown in Fort Worth; Paul Emmert and Walter Lutz in San Francisco and Walter is here. Stand up and be recognized. He is doing a fine job in this Region. Talk to him about any problems you have. Then we have Durkee and Glenn Lathrop in Seattle. These people really did a magnificent job in view of the many other programs that they have to carry out. Last year we had an accelerated public works program, a senior citizens housing program and many others that could have impinged on the college housing program and resulted in your programs being held up many weeks. But these people have done a monumental job. We processed 67 applications in June which was the largest number in the history of the program.

One of my problems in having spoken to you every year for eleven years is that I am talking to an audience of both old and new friends. So, rather than go on and repeat myself for many of you, I am going to cut this short and open it to questions. This way I can find the real areas of your interest and elaborate on the points where you need concrete information. I have a long list of specific topics, but rather than elaborate on them, I will open it for questions and speak to those points.

MODERATOR NYE: If you have questions, please give your name and institution.

MR. CLIFTON C. FLATHER, Dormitory Authority, State of New York: Jay, would you review for us and the others here, what adjustments and changes are being made with respect to moveable equipment being included in this program. For a while everything had to be attached to the walls, etc. I understand that is being changed. Is that so?

MR. duVON: This question is a perennial one with us. When this program was initiated, we hoped it would be possible to include in a building everything necessary to put it into operation outside of consumable supplies. Our legal staff wrote a memorandum to this effect and sent it to the Comptroller General for his approval. He said that our law enumerated certain items such as site preparation, etc. but it did not mention moveable furnishings and, therefore, they could not be included in the loan. Over the years we have had to operate within that restriction.

As you all know, many colleges have gone to built-in furnishings in order to get around that restriction, which somewhat inhibits free choice of the college as to the furnishings they would like. If they are a little strapped for money, they are more likely to go into built-in equipment.

We have recently had a ruling from the Comptroller General on the subject of ranges and refrigerators. I think the same question posed to the Comptroller General on the college program will furnish relief.

On the other hand, I think there is a strong desire on the part of the colleges for a much more open program, which will require legislation. We have drafted language similar to that in the Academic Facilities bill that provides all sorts of equipment needed, outside of consumable supplies, that are legitimate expenses for our program. I don't know whether we will get that through all our offices because in some states this question of moveable furniture gets into the question of chattel mortgages in addition to bonds.

This wouldn't worry me too much because we are not dealing with people who will pull up in the middle of the night and run off with the furnishings. We are dealing with non-profit or public institutions of learning who do not act that way.

MR. FLATHER: Then, that still will apply to the problems we have had in the past with respect to venetian blinds and closet doors.

MR. duVON: I had not heard about problems with those.

MR. FLATHER: We used to order closet doors for the whole state on a separate bid basis and the same with venetian blinds. By doing that, we were able to do away with contract items for those. Then we had a ruling they had to be in the contract.

MR. duVON: We have tried always to lower this to the tri-partite relationship between the contractor, the owner and the architect.

We have issued a memorandum that if it was their desire to use drapes in lieu of venetian blinds, these would be acceptable and also carpeting may be used where employed in the place of any other kind of finished flooring. Those things are clear. Now it is a question of moveable equipment.

MR. ROBERT ALAN HOGG, Monmouth College, New Jersey: What are some of the main stipulations concerning fraternities and sororities? Do you differentiate between local and state organizations or is it pretty much up to the college?

MR. duVON: The transaction is entirely between the college and the federal agency. We have no dealing with fraternities. The stipulations are these: The lands must be owned by the university; the houses must be owned by the university. They can be leased but cannot be leased-purchase to fraternities. It cannot be an intermediary deal whereby the college acts in such a way that eventual ownership will rest in the fraternity. Further than that, the President's Order of November 20th on Open Occupancy, puts the burden on the college to see there is no discrimination in any housing - fraternity or other - built into the housing program.

MR. HOGG: Is there any stipulation concerning discrimination in housing down to room assignments? That is to say, in a dormitory there could be no discrimination. Is that narrowed down to a room?

MR. duVON: I wouldn't think so. You have your own housing programs and plans. The only thing that would happen would be on a complaint basis; we would have no intention of policing it. If a complaint came to us in the operation of individual dormitories, our people would have to come and talk to you.

MR. HOGG: Could discriminatory complaints be justified if two people were set aside in a room? Would this extend to the individual case?

MR. du VON: I think you are always going to have problems like that even with people of the same color, race, religion and national origin. I am sure these exist today. I think it would be difficult to prove discrimination in a case of this kind but I can envision problems of this kind coming up.

MR. JOSEPH NYE, Columbia University: The point was made in Washington this spring that this dealt with admission to the school rather than housing facilities.

MR. duVON: The Executive Order goes to housing.

MR. ISRAEL RAFKIND, Communities Facilities Administration, Washington: I think you are in a very ticklish situation. The decisions are made by the President's Committee and I would hazard a personal opinion that, where students ask to be put together, you have one situation and where the university puts them together involuntarily, you might have a different interpretation. This is just my opinion but this is an area which I referred to this morning as a delicate situation. I do not know what the nature of the interpretation might be.

MR. FLATHER: I have often wondered about the amount of land that HHFA includes in their total mortgage. Do you have a minimum amount? I don't know what happens with other colleges. With us, we set a very tight borderline around each building but with other colleges - do you take what they offer you or do you have a formula?

The reason for my question is at Briarcliff College you had some dormitories and for some reason or other the amount of land included with the deal with HHFA made it almost impossible for them to do further building without getting back some of the land. I wonder if you have a rule or definition on that.

MR. duVON: Each case is judged on its merits. Normally we take a small amount of land around the building with ingress and egress. There are marginal loans made where additional land is put under the mortgage for additional security. I wasn't aware that happened at Briarcliff. Where it appears to impede further building, it is perfectly possible to go back to the Regional Office and request an adjustment.

MR. FLATHER: It was straightened out very easily and quickly.

MR. duVON: If you run into those cases, it was more than likely it was a marginal loan.

MR. GEORGE A. BERRY, University of Wisconsin: My question is: Are there any limitations to the use of part of the building for which funds have been provided for commercial purposes? Say the top eight floors are residence halls.

Could you use the first two floors, say, for private doctor's offices?

MR. duVON: I think if it were going to be revenue-producing property we would expect you to put in funds to take care of that. I don't think we have ever gotten into that.

MR. NYE: By the same token, however, you would make loans available for that part of the building used exclusively for student residence.

MR. duVON: On a pro rata basis.

MR. RAFKIND: This question came up and there are revenue-producing sources in unions but they are operated by the colleges.

MR. JOHN E. FORSBERG, Stanford University: Would you clarify whether or not swimming pools, libraries or nursery schools might be included?

MR. duVON: Let's start with the first one first.

Swimming pools - A number of unions have been built which include swimming pools. It is our normal practice to expect applicant participation to a substantial degree in the construction of unions, which gives the convenient fiction the union is being built out of the applicant's funds rather than loan funds, which seems to be a happy solution.

We don't like to get into swimming pools which are Olympic size with rows of seats for spectators in the operation of athletic programs of the institution because it was not intended we should get into stadium, gymnasium, etc.

MR. FORSBERG: I mean just a swimming pool.

MR. duVON: That alone would not be eligible.

MR. FORSBERG: How about libraries?

MR. duVON: In a building like this, if you want a small reading room type of library, I think this is eligible. In a Student Union you might have a periodical room, a small reading room type of library which would be merely an adjunct. But if you try to run a main library building into the Union because you don't have money to build it otherwise - the answer is "no." If the library could logically be constructed as some part of the same building and the college wanted to put up the pro rata cost, if it were not more than 50% of the cost of the building, we would entertain going into something like that.

MR. FORSBERG: How about nursery schools?

MR. duVON: I take it this is part of the married student housing development?

MR. FORSBERG: Yes, sir.

MR. duVON: You want to take a building to conduct a nursery school for the kids. I don't think we have run into that problem before. There are various auxiliary buildings included in married student housing such as buildings for laundries, some small meeting places, etc. You might get a dual use out of those things which would probably eliminate the problem of trying to face up to a thing such as a nursery school.

MR. FORSBERG: What if this was a part of the School of Education or the Psychological Department?

MR. duVON: That would be pretty clear. It would be part of the academic plan.

MR. FORSBERG: Is it possible it might be included under the academic program bill?

MR. duVON: I would think so. This would be a sort of demonstration teaching project. These lines get pretty fine sometimes and it is a little difficult to decide. I would think if it were part of the Psychology Department or teaching demonstration program, it could be included. I would suggest this.

We are trying to run this program with as liberal a viewpoint and as flexible a point of view as possible but I don't think it is a good idea to push us too far and get us into something they might criticize us for. I think some peripheral things you could dig down and find the money to finance yourself without jeopardizing the college housing program.

MR. SAMUEL E. SHOMER, Mexico State University: Would you explain the below market interest rate program.

MR. duVON: There is a program known as 221-D-3. This was set up in legislation by Congress to provide initially for people displaced because of urban renewal activities - people displaced because of highway construction - housing of this type can be built by any non-profit corporation, limited dividend corporation, or public tax supported body. The concept of it is that it will be low-cost housing and that it will be for people with incomes running from $500 to $9,000 depending on how many kids there are in the family. The law indicates pretty well that it is intended to be used for these displaced people. It is true it could be used to construct housing for married students since most of these people come within the income limits of the regulations and two colleges I know of - Jarvis Christian College and La Sierra - are participating in it.

There are some disadvantages. I was explained that the FHA would, where a college was a sponsor, agree that the occupancy could be limited to married students. There was a good bit of criticism of the program so far as use by colleges by members of the Advisory Committee. They pointed out the financial terms were not much better than the College Housing program, which interest rate is at present 3¼% for forty years as compared with 3 5/8% with a maximum of fifty years. They point out that in the college housing program the college has complete control of the housing and can use their own policies deciding who lives there and there is no possibility that later a highway may go through and twenty Mexican families being displaced going to their congressman and saying they deserve to be put in there because it was housing built for just that purpose. The people who criticize it seem to think its disadvantages outweigh its advantages as far as use for married student housing.

MR. NYE: One further advantage was that you could get a 100% loan even though the university might own the building, which is not possible under the College Housing program.

MR. F. C. MCCONNELL, University of Texas: Give us a statement on what attitude you take on loans made prior to the recent legislation on discrimination.

MR. duVON: There are two parts to the Executive Order on housing.

The first part directs us to include suitable provisions to see that discrimination is not practice on projects financed or aided under the College Housing program. On the basis of this, every loan agreement since November 20th has included a covenant in which the applicant agrees that neither he nor his agents nor devisees will permit the practice of discrimination with respect to race, creed or color in the operation of that building.

The second provision of the Executive Order directs all federal agencies, including HHFA to use its good offices to see that discrimination is not continued in the housing heretofore provided under these programs. This is the thing that has been occupying our attention, as was referred to this morning, for the past several months - how we can appropriately do this has not been completely decided.

One idea which has been fowarded to the Commissioner and Administrator for his approval is that we suggest to the colleges and universities which have heretofore had loans, that they send us a letter of assurance that it is their intention in the future to operate this heretofore provided housing in accordance with the Executive Order. I took this letter around Washington to the American Council, the Land Grant Colleges, the Association of American Colleges and they thought such a letter would be a very appropriate action to carry out the "good offices" provision. They suggested that perhaps as many as 80% of the 1,000 colleges which previously had loans would be glad to sign it. They also suggested there might be as many as 20 or 25 institutions that might be teetering on the line, where the students and faculty and perhaps the president were ready to make such a declaration and the board of regents or trustees were reluctant - that this letter might carry the balance over the line and thus we might through our good offices be of some real benefit in carrying out the intention of the Order. They also suggested 25 or 30 would probably blast us and send letters to their Congressmen and get it published in the Congressional Record. On the whole, they suggested we go ahead and carry that out but it has not yet been approved by the Administrator and I don't know what will happen.

Those are our instructions. The word "good offices" sounds like a mild term but, when you couple it with the phrase "including litigation, if necessary," it loses some of its mildness. I don't know what the basis for litigation would be unless it was under the 14th Amendment of the Constitution because the contracts are already signed contracts.

MR. FLATHER: You touched on this before a little bit. There is a problem in some of the colleges where they intend to build dormitories and turn them over to fraternities. In our state particularly there is a tax problem. I think I have a case where Cornell is involved with the town, village or city. Has that reached you people? Is this troublesome anywhere else in the nation - this business of taxes and fraternities?

MR. duVON: A number of institutions have traditionally financed and owned fraternity houses as a deliberate method of avoiding taxation on that property. That has existed in half a dozen institutions.

MR. FLATHER: I suppose it has to be taken care of individually.

MR. duVON: I would think so. Each college would be faced with an individual problem.

MR. LEE POLLEY, Central Michigan University: Two or three years ago you discussed the problem of fraternities and sororities and you mentioned that any building would have to house 200 to 300 people so you were not loaning money for fraternity or sorority housing. Has that changed?

MR. duVON: We suspended making any loans to that type of institution for a period of about nine months beyond our commitments. About December a year ago we began making such loans again but the demand for this type of housing is not substantial. We have not made many. The fraternities themselves are very reluctant to give up the sovereignty they have by coming under the control of the institution. So there is no great cry on the part of fraternities or sororities for this type of housing and since we have again made reservations, I could probably count on one hand the number I have seen. There are a number of institutions such as this where they will use a wing or a floor of a house or building.

MR. CLIFFORD YODER, University of Colorado: Is our problem of landscaping including trees, shrubs and sod peculiar to our region; or, is this common practice - that the institutions use their funds for this?

MR. duVON: Where the landscaping is included in the initial request for the loan we have not had any difficulty with this. The problem comes where, for some reason, they didn't include landscaping in the amount of the loan or contract and then, because money was left over, they want to use it for landscaping. That has presented some problems. I think in your architect's estimate of the cost of the building landscaping is a site preparation item.

MR. KENDALL CADY, University of Chicago: Does site preparation include wrecking?

MR. duVON: It could. You used to make money wrecking. Now it costs you money, I think. It is a perfectly legitimate item under site preparation.

MR. CADY: I would like to ask another question. What restriction is there if I want to build apartments for the faculty of allowing members of the general public to rent apartments?

MR. duVON: I think this goes back to the need and good faith on your part. If you have a need for faculty housing and you are able to demonstrate it to yourself and the board of trustees so they will use the full faith and credit of the institution to build housing of this kind, we will not look beyond that. We would not like to think we are being sucked into any kind of a commercial development on this basis.

I think of one institution in New York State where some housing was built and there was some discussion as to the need for the facility both for students and faculty. We were a little dubious whether they needed as much space as they said they did. When completed it was occupied by students and faculty - but not necessarily students and faculty from that institution. Our legislative mandate is to build housing for students and faculty. We try to see it is not abused and we are building housing for the general public.

MR. CADY: My feeling is that I would like to build a building considerably larger than the immediate need because I think unquestionably the future need is there. I could easily fill it I think half with the general public and half with faculty now. It is the type of building that would not appeal to the financial abilities of students.

MR. NYE: I have a counter-suggestion. We are in process of constructing a faculty apartment building which will be completed around January and we have pretty much decided that to the degree apartments are not taken by members of the faculty we will make them available to married graduate students with a scholarship provision to make it possible. That is a dual accomplishment with not really too much expense involved.

MR. RAFKIND: Would you want to comment on the general attitude of the distinction between married student and faculty housing?

MR. duVON: With very few exceptions, our faculty housing has been relatively low cost and used as someone explained yesterday as a sort of fringe benefit to attract younger faculty members to the campus. We have been approached at various times along the lines of large developments for faculty members and I have suggested that these people are members of the community and have other housing aids available and we would prefer not to get into it. We have had only a few cases because the colleges do not want to get into the problem of deciding which professor goes here and which there - which apparently is more trouble than it is worth.

One building which is an exception is at Illinois Tech where they go into 3 and 4 bedroom apartments. There, of course, they were in a rather isolated situation when that was built.

MR. LESLIE F. ROBBINS, U. S. Office of Education: There has been a good deal said about bringing the instruction program into the dormitories. I think you covered your policy pretty well. There is not much doubt about your purposes. How about the use of certain general areas like lounges and recreational rooms, for incidental classes? Is that tabu?

MR. duVON: We have no intention of policing something of that kind. This room here today is obviously part of the lounge facilities of this dormitory and yet we are using it for a conference room and this could be an academic lecture. We are trying to be reasonable. Rooms could be used for many different purposes at different times. We would not like to see, as we have seen in a very few instances, where there was an obvious effort to put academic facilities into a building because there was no money available to do it on their own. In other words, multi-purpose rooms such as this, which is a reasonable part of the lounge facilities for the dormitory - if they wished to set up classes or seminars, we would have no objection.

MR. NYE: I have a question for you. What can you offer us in the way of advice? We are perhaps not as expert in some of our institutions in screening contractors who shall be permitted to bid on a job financed by HHFA.

MR. duVON: This is another perennial problem. The money is federal funds. You live in a goldfish bowl and we do. Our regulations are - first, it must be open, competitive, advertised bidding. We also have a provision if this is customarily the practice of the institution - and this is generally private institutions because public institutions are usually required by law to go to public bidding, but some private institutions have used a selected list of pre-qualified bidders whom the architect selects as being able and qualified to construct a building of this type. So, instead of going to advertised bidding, they invite these qualified bidders to bid. If this has been the practice there, they may continue to follow it with the provision that any contractor who wishes plans and requests plans and wishes to bid must be permitted to bid and must be furnished plans and if his bid is the lowest bid and it is determined he is a qualified contractor, his bid must be accepted and the job awarded to him.

This is not entirely satisfactory. We had quite a ruckus with Princeton as some of you may know. The low bidder was not on their list of qualified bidders. However, they were unable to convince us by written evidence that he was not a qualified bidder so, the result was that they decided to award at an additional cost of $80,000 to the second bidder and, of course, at the same time requested rescission of the loan.

I don't blame Princeton University. I don't think they have any bitterness against us. They went in with their eyes open. Unfortunately somebody came into the architect's office and demanded the plans and got them and submitted the low bid. It later turned out the second low bidder had done all the work on the campus for 50 years. There is not much doubt but what they wanted him to have the contract.

This is one of the penalties you must pay for dealing with the federal government - the fact you live in a goldfish bowl and if anyone feels they have not had a fair shake, he will run to his Congressman and Senator.

MR. NYE: I would like to ask a question about a new development that has taken place within the last couple of months - that is, the first sale of bonds that have been held in the portfolio of HHFA. I wonder if you would comment on this and tell us what you see in the future and the effect on the institutions involved - whose bonds have been sold or are up for sale.

MR. duVON: Going back nine years, we determined we would make the revolving fund turn over faster if we could sell some bonds which we were accepting into our portfolio. There were two methods - one, there would be a bid for the bonds and we would take the remaining maturities; or, we could offer the ones in our portfolio for sale.

Nine years ago the interest rate was lowered to a point where the spread between our interest rate and the market rate was so broad that the possibility of selling any was remote. However, we continued making these available. With developments over the last year, the market rate has come very close to the college housing rate and the bonds with an early maturity have been selling at an accelerated rate.

Furthermore, the Bureau of the Budget suggested and set up in our budget for 1964 a situation in which $60 Million worth of bonds were to be sold. We announced this in the advisory meeting in February and explained this thinking at the time.

I think the thinking has changed very little. The basic concept was that the bonds would be sold at par. We would not sell at a discount. Bidding would be awarded to the bidder for the largest block of bonds. Bond circulars were prepared. Advertisements were inserted in the "Bond Buyer" and the sale was held the 24th of July. A total of some 34 issues totaling $41 Million was offered. When the bids were opened 14 issues totaling $16.8 Million were sold. This we think was a very remarkable accomplishment. It is not as much as we had hoped but it is a very, very good start.

We have done lots of Monday morning quarterbacking about it since. Maybe the sale should have been in New York rather than in Washington. Maybe we should have had regional sales. This is all under study. We expect to have a couple more offerings in the fall. We hope we will achieve $50 Million.

Reports indicate that the bonds that were sold, sold very rapidly. I think the dealers are anxious to get more. I think the bonds not sold will be re-offered along with other bonds. This is what I referred to as "trying to expand the market for college bonds."

The only other major development - in order to conserve space in Richmond where these bonds are stored, we adopted a policy of picking up from the colleges a single bond for the total amount of the loan. However, as a part of that single bond, the college was required to sign an agreement that they would, on request, print us denominational bonds to take the place of the single bond. So, when we get ready to put the bonds on the market, it is necessary to request each institution to print denominational bonds. Since many of the institutions were in the Chicago area, it caused quite a rush of business but the bonds came through.

MR. NYE: What will be the effect on the financial status of the institutions involved in relation to seeking additional funds?

MR. RAFKIND: It should first be pointed out that we are offering only bonds of tax-exempt institutions.

Number two - we expected to sell $25 Million and sold $17 Million. I personally made a check around the country the next morning. What happened was that the imminence of the Federal Reserve rediscount rate scared the market. The national syndicates disbanded. The timing was wrong. We were told by the banking industry if we had taken bids the next week we would have sold $10 Million more.

My own reaction would be that any rated institution with good bonds - this will have no effect on their ability to sell them. As a matter of fact, last year on tax exempt bonds, $166 Million were sold to private investors versus the $112 Million we bought - due to the fact the private owners took the earlier maturities and in some cases took all the issues. I personally foresee our selling $50 Million or more before the fiscal year is over.

I think the serious impact is not the ability of the institution to market their bonds but in areas where we are the only holders of the bond, we can make waivers of interest to institutions; or turn back part of the land that was mentioned this morning.

We are very careful to check on what we are offering and offer what is marketable.

MR. duVON: I think we sold some Indiana University bonds. I don't think they jeopardized the sale of your bonds.

MRS. ALICE NELSON, Indiana University: They resold most of them within twelve hours.

MR. duVON: You have done well with your bonds?

MRS. NELSON: Yes. We got 3 3/4 I think on the last ones.

MR. FLATHER: We are about the same. 3.28 - 3.29 and the last was 3.38.

MR. duVON: These are bonds of the Dormitory Authority of the State of New York.

MR. TREDWELL HOPKINS, Treasurer, New York University: To clarify that - the private institutions do not have to be concerned because their bonds are not tax exempt. For the foreseeable future, their rate would never be attractive.

MR. duVON: That is correct. We see no possibility. Fortunately in New York you can go through the Dormitory Authority and convert them into tax exempt bonds and put them on the market as tax exempt bonds. We do not have that ability.

Any further questions?

MODERATOR NYE: Thank you very much, Jay.

He and his associates will be around here today and tomorrow. If you have any questions or suggestions to offer, don't hesitate to act. As he may have indicated, the Advisory Committee is very frank in its questioning and offering constructive suggestions and I think that is what they want.

Thank you all.

(The meeting was adjourned)

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MANAGEMENT STIMULATION EXERCISE

Moderator Ed Price, Residence Halls Administrator, UC Davis

Speaker Dr. Verne Kallejian, Industrial Psychologist

MODERATOR PRICE: Good afternoon, this session is going to be conducted by Dr. Verne Kallejian who is a clinical psychologist in private practice. He got his doctorate at UCLA and has instructed here in the Institute of Administrative Relations as well as doing research in that Department. He has also worked for the Ford Foundation in the adult vocational area and has evaluated potential grants throughout the country. He has been the Director of Education for the American Hospital Association and has traveled throughout the country helping train administrators. At present he is industrial consultant for several firms in Los Angeles as well as carrying on a private practice.

I think we are most fortunate to have Dr. Kallejian give us a talk on "Management Stimulation Exercise."

(Applause)

DR. VERNE KALLEJIAN

The Dean talked on "communications" which is a good umbrella under which to discuss the general area of management because, if you think about it, you can organize all of the human knowledge we have into the various aspects of communications. In essence, however, we are concerned in this session with looking more analytically and critically at some of the problems which arise from the administration and management of people.

In the last ten years it has become somewhat of a fetish really to place the greatest emphasis on human relationships - as though every failure in an organization ultimately is a failure of a human relationship in some way or another.

I have two things to say on this particular point:

First, to think constructively about the relationships in an organization and what goes into producing good relationships is probably the key function of the executive; but, in addition to this, almost any failure in an organization ultimately will show up somewhere in the human relationships so what happens is that we see a breakdown in a relationship some place and we try to correct it and think we have corrected it but the next day it is back in our office. It looks different and sounds different but it is the same problem because almost any breakdown in an organization can show up somewhere in the relationship between people.

My concept of the human relation is that it is only one way of looking at an organization. It is the way where we have the most influence - by influencing people. It is probably unique in the fact that our communication is the medium by which we make the most changes, but it is not the only way.

There are other ways of looking at an organization - from an accounting or comptroller's point of view. The comptroller by fiscal exercise in management can produce profound changes in an organization or people and, by diagnosing this relationship in organizations, you can tell a great deal about what happened.

Another way of looking at it would be with respect to the various authority and responsibility relationships. Some people feel this is the way we should look at an organization.

Another way of looking at an organization would be through, somehow, the productive process. In the kind of system in which you work, it is rather hard to think of a productive process just as it is in a hospital because fundamentally the product in the hospital is some kind of human care - a kind of care-giving process - and I don't know how you would look at your total product - but it seems to me it would be worth thinking about. Certainly the productive process of how people fit together to get a job done is another way.

A fourth way would be to look at the structure of the organization, that is the allocation of functions, distribution of leadership and responsibility. We might put systems and procedures under that. You can look at an organization in terms of systems or procedures that make it work.

Now, no matter what happens in any of these areas in organization or procedure, ultimately it shows up in the relationship between people.

What I would like to suggest as a profitable way to spend your time is to look at some of the things that go wrong in an organization and then try to understand what produces this diagnostically. Why do these things happen - and, secondly - what can be done about it. I hope I can provide ideas, thoughts or concepts that can be useful to you.

I don't think there is a good way of doing this but I hoped you might feel free to talk to me a little about some of the things that had occurred in your organization and then we could suggest things together.

Let me give you an idea of what I am talking about. In the course of every day there are probably hundreds of little incidents that occur. The Chancellor calls up, "George, I just got a letter from one of your maids. Here is what she wrote. . . ." You hang up the phone and you say, "What was that?" Or you say something to someone and expect a certain answer but all of a sudden the place explodes. What caused that? There must be hundreds of these incidents. What I'd like to have you do is take about five minutes and share a little in small groups and then talk about it with me. I'd like you to talk about some of these little incidents with the rest of the group and then we will discuss them together.

MR. J. ARTHUR PRINGLE: Could you talk to us a little bit first?

DR. KALLEJIAN: All right.

Most people break the job of the executive down into two parts - one part we call the manager and that is the kind of thing you can learn from a textbook or that one gets in a university. This has to do with planning, budgets controlling, organizing, evaluating, etc. These are things that normally we think about as managerial skills associated with some kind of an executive position. Then the other half you can call human relations - manpower management or whatever you want but I call it "leadership." I would like to talk a little about what goes into this.

Essentially I think there are two things involved. The first has to do with certain kinds of understanding and the second has to do with certain kinds of skills.

Understanding of what? First, understanding one's self; secondly, understanding others; and then under that goes "groups."

Now, that seems rather simple but these three elements of understanding, if we consider all the implications, extend themselves into almost every area of executive leadership activity.

Now, why are they such a problem? This is a notion almost 2,000 years old. Aristotle said 2,000 years ago: "Know thyself!" In our society we have all kinds of built-in mechanisms to prevent this.

A mother will say to her child, "I love you. I am your mother. I am going to do this for your good. Eat your spinach." The kid says, "If you're really doing it for me, forget it." And the mother gets distressed.

I went to a dieticians convention a few months ago and their problem was trying to get people to eat good food.

I was going down the hall and went by a room where there was a sales meeting and I am always interested in those. I went in and there was this high priced sales leader up in front. This was a meeting where they were selling dog food.

The leader said, "Who has the best dog food?"

The audience was well trained so they said, "We do."

Then the leader said, "Who has the best advertised dog food and best plan for selling dog food?"

Again the dutiful answer, "We do."

Then the leader said, "Why don't we make the most sales?"

And one new fellow said, "The dogs don't like it."

A supervisor said, "I have a terrific idea. It is going to help us all." You know what happened. You can feel the bristling of the hair.

Understanding other people presents a formidable problem because we have so many built-in barriers. The first is the myth that some people have this quality and other people don't. It is like the evil eye.

Somebody says, "What are you?"

I say, "I am a psychologist."

They say, "All right, analyze me" or "hypnotize me."

I submit to you that if you spend an hour a day with someone for six months and you try hard and they try equally hard, maybe at the end of six months you might understand them a little. There is no short cut and no one has an edge on this.

So the evil eye theory does not work.

The other thing is that we do not have a language to comfortably discuss other people. We have words and I call these "plogglibs." I borrowed this from Wendell Johnson. He uses it to discuss high level abstractions.

For example, somebody says, "Do you know that the new residence manager is a pain in the neck?"

"What's the matter?"

"Don't you know?"

"No."

"Well, let me tell you. He is an only child!"

That explains it.

Or, "he is the oldest of three" - a harrowing thought - or "the youngest of five brothers."

I call these dead-end plogglibs because they successfully bring a conversation to a dead end.

I hear lectures - if you want to be a supervisor, be kind, thoughtful, inspiring and stimulating. I see people making notes. I don't know what they do with the notes. Do you stand in front of the mirror and say, "Today I am not as stimulating as I ought to be. Tomorrow I will stimulate." These are so-called good advice plogglibs and they are very good for writing learned papers and giving lectures, but I don't think they help very much. Somebody says, "What's the matter. My people are mad at me." They say, "It is you. You are not inspiring or you should be more understanding." Good advice plogglibs!

There are many other categories. We have the Sacred Cow Plogglibs. That is used when a group of upstarts says, "Why are we doing it this way?" "Because it is good food practice" or "It is good residence halls management." How do you know? How can you argue with a sacred cow?

Or we say somebody is an egocentric or has a status problem. We have a word which now labels what was previously an area of ignorance but it does not contribute to our understanding of the person or our understanding of our relationship.

My only point is that frequently we use language that makes us feel we have said something and everyone nods wisely but our understanding has not been enhanced. I am talking about understanding other people.

What I am about to say is so deceptively simple that it is sickening but it seems that it is the essence of what is involved in developing this kind of a thing that has to do with the open-ness of the communications relationship. That is, when people feel free to say how they feel and what they think without fear, under these conditions do you have understanding relationships and under these conditions only can one do a good job of leadership. But there are booby traps.

There is the problem of groups. It has only been in the last fifteen years that we really have appreciated that most of the important work of the world is done by people working cooperatively together in groups. Most people function at somewhere less than 20% of their efficiency 90% of the time. There is a substantial body of research on this.

I am going to stop here and see if anyone has any reaction.

Now, about skills that I would have gone into some detail on. There are skills in giving orders and counseling and instructions and evaluating performance - all kinds of skills that can be learned. They all base themselves on this kind of understanding.

Now I want to talk about the communications system relationship and supervision in one system - picking up on some of the things I have just said.

The traditional system of supervision looks something like a big circle with a lot of little circles around it. These little circles are the people who work for "Joe" and the traditional system of supervision has been to generate and maintain this disparity in psychological size. We dismiss it under various names - like: People should respect their supervisor; people shouldn't be too friendly with the people you work with and a lot of other things. Ultimately this is the system that is established and maintained. Its traditional roots are in the army. Under this system we got some things done. We fought wars and we won them. But the military is changing its concept from this traditional point of view now because there are certain things unhealthy about it.

The staff meeting looks like this - with Big Joe here and the Little Joes all around the table. The communication all goes to the leader. A young upstart comes in and says, "I have an idea." Everybody watches Joe. He says, "What's your idea?" The youngster tells it and everybody watches Joe. Occasionally they will talk to the assistant because he might get Big Joe's job one day.

Under this system, two powerful forces are generated which are detrimental to the welfare of the individual and to the organization. First, it generates a tremendous amount of dependency.

You give an order in this system and, because this system has a great preoccupation with doing what is right, knowing the rules, following the rules, never deviating from them, never sticking your neck out, it is a very repressive force on any kind of open, freedom of communication or free interchange of understanding and experience.

In this kind of system, if somebody asks, "Why did you do that?", you search and find a memo. The best way to sabotage any such organization is to follow the rules. There is nothing anyone can say to you. They say, "Why didn't you do this or that?" You say, "Nobody told me."

The other powerful force is fight. You say to somebody, "Take the material on the table over there and put it in the work area."

They say, "What material?"

You tell them.

"Where do you want me to take it?"

"When."

I don't have to stretch this out. There is a tremendous reluctance to use initiative and be creative and use one's own judgment because in this kind of system there is tremendous apprehension of punishing disapproval. Of course the "fight" you see in the breakdown of communications, in the breakage rate of dishes in the kitchen, job moral, dissatisfaction, turnover rates - there are a hundred and one little indexes.

You walk into a hospital and watch a doctor. You will find those patients who will say, "You are here. My life is saved. Everything is fine." Then you have other patients who go into a frenzy, "Where have you been? I've been waiting for you." There is tremendous anger.

Or, you watch people stopped by a traffic cop, "Yes, Officer, I went through the light. I should be punished." Others say, "All the crime going on in the city and have you nothing to do but sit on the corner and look at a stop sign?"

People have looked at this and said, "What can be done to reduce these forces which inhibit the expressiveness of people?" Everybody says, "Why doesn't somebody do this for me?" We are all in the system some place. What can be done about it?

Two things can be done. The first has to do with delegation. I mean real delegation. Every administrator has an open door policy - come and see me any time - but don't try to get through. Those "open doors" have very rusty hinges.

Now, the most important thing Joe can ever delegate is his privilege of communication. If Joe feels free to say anything he wants to say to anybody, if he really is going to delegate, he should delegate that same privilege so that anyone here feels free to say anything they want to say to anybody. Do you believe that?

MR. JAMES DAVIES, Tulane University: There are limits beyond which he cannot go because chances are, if someone wants to hire one of those small people, they will go to the boss and say, "What do you think of this guy?" He will remark that so-and-so has been a thorn in his side for six years. The person cannot help but be conscious of Joe's evaluation all the time.

DR. KALLEJIAN: You are saying if he gives an order at what point does freedom of communication stop.

MR. THOMAS A. MCGOEY, Columbia University: It is a question of confidence between Big Joe and Little Joe - so he will know his ideas will be given full consideration and he won't have suffered.

MISS MARGARET MCKOANE, Sacramento State College: I don't agree with that.

DR. KALLEJIAN: If we were reacting to her comments, I think this would be kind of a critical incident - such as we were going to look at earlier if we had felt free to talk about it - where it looks as if something has gone wrong in the relationship.

I would think about the decision-making process. How was the decision originally made? Did he solicit the participation of these people before he made the decision?

Some years ago I was at a large Naval Test Station and they would label the items on their agenda A, B or C. A was one where a decision had been made and he wanted to inform the people of it; a B item was a decision that was necessary to be made and he wanted to solicit their participation and thinking before making it; and a C item was one where he wanted the group to make the decision as a unit.

Under this kind of a system, where a man surrounds himself with talented, able people, who know more about what is going on than he ever knows, and fails to consult with them when making a decision - these people never feel free to walk in and say, "You loused my operations up last week when you made this decision and you didn't ask me about it." There is nothing so comforting as to know, if you make a decision that causes trouble, you can depend on some person to come and tell you about it. The administrator who gets ulcers is the one who has no lines of communication open so if he makes a decision and three months later it blows up in his face, he says, "Why didn't you tell me?" They tried.

I remember visiting a switching station in one of our railroad yards. I was sitting there talking with the man and a train came along. He threw the switch and said to me, "You see that switch? One of these days that isn't going to work and the cars will go by and there will be an awful pile up down there."

I said the obvious, "Have you told them?"

He said, "No."

"Why?"

"Well, I told them six months ago about that window shade over there. You see it? The spring is busted and the light shines in my eyes in the afternoon and I can't see anything. If they are not going to fix that window shade, they are sure enough not going to fix that brake."

That is the kind of passive anger in an organization that can really louse up an organization. If people get mad and can't talk about it, it will come out in the system - in the cracks.

It is not just delegating this. There is a quality of permissiveness. What does that mean? I understand permissiveness to mean - I feel I am in a permissive environment when I can say what I feel without being judged one way or the other. I am accepted the way I am. If I don't feel I am accepted as a person and can say what I think without apprehension, if I think I am going to be retaliated against, then you have trouble.

As Big Joe delegates, it decreases his size and increases the size of the Little Joes.

Most of us have not been reared in a participative environment. Our concept of democracy is weird.

The teacher will say, "Everybody close their books and don't ask questions until I am through. Don't shuffle your feet. Fold your hands and please pay attention. I am going to give you a lecture on democracy."

We have things come up and sometimes Big Joe will say, "Does anybody have any ideas?" What do you think? - "What does she want me to say? Why bother, her mind is made up. She is manipulating us because she read it is a good thing to do. She doesn't know what to do any more." All kinds of suspiciousness is aroused when you truly try creating a climate of openness and freedom of communication.

Some of us work so hard to avoid any emotional intimacy that it really takes a real effort to acquire some kind of emotional closeness toward the people you are working with. So people put the pressure on Joe to stay where he is.

Then, of course, Joe's boss is in the picture. He can never do anything his boss cannot do.

I remember I went to a small Veterans Administration hospital and I didn't know where I should park. There was no sign. So I went in and I said something about it.

Immediately the order went out - make a sign. And there came back - what color? How big? Nobody in that system had the sense of comfort so they could say, "Stop all this nonsense. Make a sign that says where visitors park." We could tell this whole system was conditioned so no one felt free.

This shows up in little ways. Joe will call and say, "Susie, what is happening in food service? I have some complaints."

Susie says, "I don't know. I have competent managers; I'll find out."

"I expect you to know what is going on all the time."

"All right. All right."

And so Susie goes down and says, "Starting tomorrow I want everybody to report to me every day what is going on. I don't want to be caught short again."

So that girl says, "Nobody do anything without telling me."

That is all it takes - one person who gets a little anxious can louse up the system.

Then, of course, there is Joe himself. We spend half our life time to get to this position of authority and sometimes our needs get powerful and psychologically when we walk in the office, we sort of want everybody to stand up and take a breath and hold it until we walk out. It is our need to have this kind of differential. We work half our life time to get it and it seems rather pathetic when somebody suggests we should give some of it away to be more effective.

Finally, there is another set of forces working on Joe and that is his other peers. If Joe starts doing something creative, he may be in for a rough time.

I worked for a firm that was having trouble with inspections. They tried everything - incentive pay, double pay, overtime, everything. Finally they installed the idea that the lower the inspection error rate, the more time off a girl would get. It was possible for a girl who performed really well to get a whole day off a week. That worked like a charm. There was one woman whose performance record was flawless. She did in four days what the other people did in six and seven days - and without error.

But what might happen in a situation like that? She might say to someone else, "My supervisor gives me time off." Then these people go to their supervisors and say, "How come? Those people over there have this-and-that." Then the supervisor talks to the first man and says, "People are talking about your operation. It looks a little loose. You ought to get in line and don't try this fancy stuff." It is subtle but you know how it works. In unions there is pressure if somebody starts doing more work than anybody else.

The whole essence has to do with the problem of establishing an effective relationship with people.

That is the traditional system. Then there is the catalytic system, which is directing the energy of people toward organizational goals. The key is not system; the key is relationship. I don't know a good definition for "relationship."

When I used to work in the child guidance clinic, mothers used to come in who had read all the books. They knew all the answers. The only trouble was that there was something wrong with their little boy. They would say, "Take care of him. I'll be back."

Then you'd remember another mother who had never read any books; who had twelve children and that mother would say, "Eat your breakfast or I'll drop you out the window on your head." The kid says, "This is a bad day for her. I better eat and get out of here." I don't know - they grow up to be very healthy individuals.

When you feel your rights are respected as a human being - it doesn't matter how you say it - but, where that basic sense of confidence and respect is there, you have no trouble; but, if it isn't there almost anything becomes a point of tension.

An administrator or manager walks in and doesn't say "hello." Everybody gets nervous.

It is the basic relationship that is involved. If it is not there, there is nothing that can take its place. A sense of trust, a feeling of confidence - that people are free to come and communicate - this, I feel, is the most essential element of a supervisor. Without it, nothing can take its place.

I assume most of us operate in between. It is just as bad to fall on your face as to fall over backwards. So, go slow!

Make little, tiny changes in the relationship between yourself and other people. Certain types of action have a profound impact on the organization.

I would like to make a couple suggestions. I do not mind lecturing and I can, if you would like. On the other hand, since we are a little smaller group, we might, as a group, do some rather intensive kind of looking at some real situations. There are some dangers in this but we can keep it abstract and not get lost in the technology of our job. So let's look at the kind of human relations problems that come up.

I think if we look at some of the kinds of problems that come up in the course of our daily activities, we can see how some of the concepts we talked about at the last session apply. That might be a useful way of using our time. If we share some of your experiences and understanding, it might be well.

It has been my experience that not very many people, including myself and most of the people I know, deal very well with anger or hostility in an organization. This seems culturally extremely difficult. We are taught for so much of our lives to restrain our feelings and never really express our angry feelings and our organization training seems to function around making everything look smooth no matter what is going on underneath the surface.

Such organizations get very brittle and almost any pressure or emergency can snap the organization.

I am sure all of you have had experiences where unexpectedly over some period of time aggression has arisen and it has become a problem to deal with it effectively. I am sure nobody ever really does.

Does anyone offhand have any example?

First, is this something you want to do? This is your time and we can do what we want to. If there is a reluctance to talk about your own experience, I won't push you. Let's try one case and see how it goes.

MR. J. ARTHUR PRINGLE, University of Washington: This is the case of a food director who is responsible to me and who is responsible for the food service in the residence halls, including management, working with the architect on new construction, purchase of equipment for food service, etc. We are opening a new building in the fall and she has been busy getting equipment lined up, making selections, writing specifications, etc., putting these in the form of requisitions and processing them through the University Purchasing Department operating under the state purchasing laws. The buyer who does our work there has been there for quite a few years. He is pretty informal with the girls. The food service director is a very business-like person not given to kidding around. She does not tolerate mistakes. She has had problems with the purchasing department. They have made mistakes placing orders and getting the equipment she wants. My relationship with the purchasing department has been good - although due to our growth, I don't have much to do with this individual. I think we are more demanding than any other department. There has been trouble and finally on cafeteria trays we did not get what we wanted and there was more trouble. The buyer said he wanted to see me but asked that I come alone and not bring my "little friend" with me. He said, "You know, I am afraid she is showing partiality to a certain company."

My personal evaluation is that this purchasing agent is quite casual and the food manager is very businesslike and wants the product she feels we have to have to do the best job while he is inclined to give it to the low bidder so we won't have other problems.

Now, these people will have to work together in the future. I feel their relationship now is not the best. What can I do to improve it?

I have tried to stay out of this. I see the requisitions and initial them but she makes out the orders so I am not too much involved.

(Analysis and role-playing technique demonstrated)

DR. KALLEJIAN: I think the two things that come out of this very brief presentation is that - one - no counseling relationship has any real effectiveness unless you are willing to be involved emotionally and be a part of the emotional life of the other person. If once they sense you are there, then you can start helping change to take place - this is the helping relationship. If you disengage yourself, it becomes just a series of chit-chats back and forth and nothing really happens.

The other point I would make is to know when to look inside of yourself - to feel that somehow I am not really helping. You feel that when all of a sudden something is wrong in the work relationship. Something else is taking place that you are not paying attention to. One way to handle it is to say, "We don't seem to be getting very far. What is wrong?" What do you do when you get caught up at this point where you don't know what the score is? If you really are honest, how do you get through? All you need to do is show them you are there and you are sensitive to what they are feeling and you want to know - they will tell you. Not many of us will fail to respond to an honest, genuine interest on the part of the other person.

MRS. ALICE NELSON, Indiana University: Is there any advantage in getting both parties together?

DR. KALLEJIAN: There might be an advantage if you feel up to it. You have to be pretty clear as to what you feel is really wrong so you can help both people understand. If you really understand what is going on, all of us know what to do. It is when we get snowed under by a relationship problem which comes out looking like a technical problem that we have trouble. If you are honest, you won't get into trouble. Be honest with them and let them respond.

In this case we have a peer relationship; if it were difficulties between a student and the residence staff that would be a helping relationship. There they appeal to you to help reestablish the helping relationship. I think this is a therapeutic relationship. You tell them the realities - what the different relationships are and what your decision may be - and let them decide.

When you talk about students, you are talking about customers. This has been of concern to me because of my work in hospitals. The whole product of the hospital has to do with providing care for the patient population. The job of a nurse is a lonely, miserable, demanding job - I suppose much like your resident managers. They constantly have demands made on them. The whole impact of those people who have immediate contact with the patient is very intimately tied into the whole atmosphere of the managerial structure behind them. I am almost certain this would apply to student housing - the way people who have contacts with students - the way they treat them, the way they feel about them, the way they approach a solution is intimately related to the structure that is supporting them - the front line people - the desk people, housekeeping people and feeding people. It would be interesting to know how these people see what their job is. Has anyone ever done a study on this?

It is amazing that in our society we have come to consider the birth of a human being of such consequence that we build these million dollar institutions to take care of one of us when we get sick. It is amazing that we have such a concept. How we got to it is beyond me. Someone comes into a hospital hemorrhaging and within twenty-four hours we can amass as much as $100,000 worth of equipment and supplies and maybe 120 people are mobilized around this person. In two weeks he is out on his feet - proud and happy.

Then you look at the things they do to the workers in the hospital and you think - how is this possible? What difference does it make whether somebody is sick on a bed or if they are washing the floor underneath the bed? I bring this up because I wonder if it sometimes happens in the kind of structure you have where we have one attitude toward the students - we should be helpful, kind, interested, responsive; but, when it comes to our own staff - get-on-the-ball, get the work done, one mistake and you are through. It is almost a totally different set of attitudes toward the people who work in the residence halls. I do not know this is true but I know it is true in hospitals.

The reason I say this is because, if any of the ideas we have talked about today in terms of relevancy, in terms of making real contribution and impact toward helping a person to be a better person - if that is true, we have to think whether this is equally true of the people who work for us and with us.

I talk to head nurses and I say, "How does a nurse feel toward a patient?" Kind, thoughtful - and they do feel it and do a good job. Then I say, "How should a nurse feel toward other nurses?" They sit in a daze. It is a fantastic learning experience when you say, "Shouldn't the list be the same? What is the difference?"

Maybe if you look at some of your own feelings in this area and some of your staff, this might be an important thing. What we do for one human being, we should do for another.

Thank you.

(The meeting was adjourned)

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STAFF LEADERSHIP DEVELOPMENT

Moderator: Carl Jones, Director of Men's Residences
Brigham Young University

Speakers: Mr. J. Arthur Pringle, Director of Student Residences
University of Washington

Dr. James Allen, Director of Student Housing
University of Hawaii

MODERATOR JONES: Ladies and Gentlemen:

The time has arrived for us to begin our session on Staff Leadership. I might mention that Dr. Lew Haines from the University of Utah was unable to be here and yesterday we asked

Dr. Jim Allen from the University of Hawaii to substitute. We are happy to have him with us this morning.

We will ask Art if he will first cover definitions of leadership and staff leadership and leadership behavior.

MR. J. ARTHUR PRINGLE, University of Washington: After hearing some of the other program offerings such as the talk by Dr. Kallejian, I am wondering why we are holding this session and why I am here trying to talk on this subject because if you folks heard that presentation, he certainly touched on the subject matter of leadership more adequately than I feel I can.

We are all aware of the tremendous importance that leadership qualities have in our society. The history of the world is studded with outstanding leaders in religion, politics, art, literature and the military. The world has suffered from the abuse of leadership qualities by such political and military leaders as Hitler and Mussolini.

Leadership has been defined as the process of influencing the activities of an organized group in its efforts toward goal-setting and goal achievement. The idea that there are certain character traits, or attributes of an individual such as integrity, ambition, drive, loyalty and judgment which make him a leader have been seriously questioned. In other words, leaders are not necessarily born. Leadership qualities can be acquired.

In our work as housing officers we cannot escape the challenge of assuming leadership roles in our profession as well as learning to recognize desirable leadership traits in others. In order to set and achieve goals, we must influence others.

First we might examine for a moment some of the different types of leadership. In general there are three different types: autocratic, democratic and laissez-faire. In addition there are, of course, combinations of the three.

We are all familiar with the autocratic form in which the leader seeks obedience from the group and determines policy. This leader considers decision-making a one-man operation. A democratic leader draws ideas and suggestions from the group through discussion and consultations. Group members are encouraged to take part in setting policy. Frequently the democratic leader is largely a moderator. A laissez faire leader is primarily an information booth, making no attempt to influence the group.

The autocratic leader relies upon obedience and he assumes full responsibility for all policies and decisions. The democratic leader utilizes cooperation and he shares responsibility with the group. The laissez-faire leader relies upon the initiative of the group and delegates a major share of the responsibility to the group.

All of these leadership methods have their place depending upon the persons involved and the varying situations. Also the personality of the leader will influence the type of leadership techniques that will be used. Certain individuals are more comfortable and more effective using one particular type. It is generally agreed that the democratic method is best. However, there are many situations when the others should be used.

For example, in emergencies the autocratic method is usually relied upon. If there is a fire, maybe I should say "Get out of here" and we would all leave rather than have a committee meeting to get suggestions from the group to discuss and decide whether this is really serious, which exit we should use, etc. Also when the individuals in the group lack an understanding of the problem and when there is a substantial intelligence gap between the leader and the group, the autocratic method is used. In situations where a leader is dealing with creative individuals, he is likely to be more successful by using the laissez-faire method. I think we can see good examples of this in the academic departments of the campus. The academic department chairman who uses autocratic methods is a very unpopular person and is likely to be unsuccessful in his work. In the general areas of research when a group of scientists are working under some kind of a leader, there has to be some sort of organization. This is a prime example in which laissez-faire leadership is used because you want to employ the initiative of these scientists and certainly do nothing to inhibit them.

In general it should be remembered that when you want obedience, retain full responsibility and be autocratic. When you want cooperation, share responsibility and when you seek initiative from the group, delegate the major share of the responsibility. A leader directs some people, consults with others and suggests to still others.

Individual and group performance is an outgrowth of a number of group attributes which stem from leadership practices. Some of the most important group attributes are attitudes, communication and personal efficiency.

How are attitudes developed among a group that will contribute to the objectives of the group? Sometimes this is called the "right" attitude or a "positive" attitude. The key to the attitude reaction lies mainly in the amount of responsibility given to employees. As previously mentioned, one gets obedience with the autocratic method; cooperation with the democratic method and initiative by using the laissez-faire method.

There are hazards, of course, in relying on the autocratic method in which letter-perfect obedience is expected and initiative is not tolerated. When the boss tells his employees that he does not want to be disturbed and almost loses his life when the building burns down while his employees leave the structure making certain that they did not disturb the boss, he pays the penalty of the use of autocratic methods.

Communications in an autocratic system are simple, direct, speedy and emanate from the leader to the group. This places a tremendous burden on the leader who finds himself being the sole communicator in his group. This method does not readily generate "feed back."

By using democratic communication the leader and the group establish two-way communication. The information can be passed from one member of the group to another. Under this system fresh ideas are likely to be developed and complete instructions are not always necessary.

Under the laissez-faire method, there is not much communication between the leader and the group.

In most instances members of a group do not operate with maximum effectiveness. It is up to the leader of any particular group to develop maximum efficiency within his group. One of the means by which he can do this is to remove the roadblocks which interfere with optimum productivity.

I was very much interested in talking a year or two ago with a friend of mine who is working with a management consultant firm. They have had considerable success throughout the country doing consulting work with large corporations. I tried to get from him some of the fundamentals of their work. It was very simple. One of the most important things they look for are these roadblocks. He says that most people want to work, if they have the tools and materials and are operating under the kind of environment that permits them to work. So, one of the fundamentals of their consulting practice is to look for these roadblocks. It is amazing how they are able to find them and are able to increase production without doing remarkable things.

Some obstacles to remove are favoritism, lack of recognition, inadequate reward and a meaningless job. An inadequate social atmosphere in which there are feuds and cliques can contribute to poor performance. A good leader must recognize these social problems and correct them, if possible, democratically.

Leadership responsibility is complex because it involves responsibility to your group for help, protection and loyalty. It involves a responsibility to the leader's superiority, a responsibility to the total organization and a responsibility to ones self. A leader finds himself town between these different responsibilities.

Delegation is essential because normally a leader has more responsibility than he himself can discharge. This does not mean that responsibilities are delegated to unqualified subordinates nor does it mean that the "hot potatoes" are delegated. In any case it is of utmost importance that the degree and extent of responsibility delegated is carefully spelled out. By delegating responsibility a leader develops a subordinate's sense of responsibility, gives him a feel of leadership, enlarges his general understanding and increases his job satisfaction.

In conclusion it must be remembered that leadership capability can be nurtured and developed. By maintaining a flexible approach, by periodic reviews of the various leadership methods one can increase his leadership stature.

MODERATOR JONES: Thanks, Art.

We will now turn the time over to Dr. Jim Allen.

DR. JAMES ALLEN, University of Hawaii: Thank you very much, Cal.

I really do not want to tell you anything but rather I would like to go through some of the things that all of us know of or are familiar with and perhaps try to give a position or systemmatize some of our thinking in relation to the development of staff leadership and student leadership.

I am deliberately approaching it this way because I know of three individuals who have heard some of my views and they know I am not opinionated or biased and am a little unwilling to talk. They will be on hand to pitch in and I know they will repeat them. I hope they will feel free to do so.

My assignment was not only staff leadership development but was really student leadership development and aspects involved in student leadership. In reviewing this matter, the one first conclusion I came to was that legally student leadership and staff leadership cannot be separated. Consequently, I would like to back up and start with staff leadership development processes merely again reviewing for all of us some of the perhaps primary things - or where we put some of our values in relation to this leadership role.

First of all, we are in a work that is "people" work. I might say Art and I discussed this when I was visiting his school and we both emphasized this in our conversations. Now, what do we mean? We are dealing with buildings, finances, physical plant, maintenance and all these other things but we only accomplish our effectiveness - our goals - through others whether they are co-workers, department heads, students, staff under us or whatever it may be. We are dealing in the business of people.

This is the first premise I think we need to follow. We might then say, "All right. What is the leadership involved here?"

We, ourselves, in the beginning are leaders because it is basic that we assume leadership responsibility in order to give direction; in order to define leadership as we see it as it applies to our situation.

We have one simple definition of leadership we have followed - someone who has a little more on the ball. This is what we are looking for as far as our staff and student leaders. To broaden it out it is somebody who will accept and assume the position of influence that is inherent in any leader in our operation.

We are also talking about formal and informal leaders because both are extremely important. We could take either phase and spend the entire session on this. Keep in mind that we are talking about both types of leadership and both are important. Sometimes informal leadership is more important than formal. Sometimes we see aspects of informal leadership related or part of individuals who are in formal positions. It is important to have this understanding that both types of leadership are important - both in staff area and the student leadership area.

Again I would then want to re-emphasize that student leadership development is integrated and interwoven in our staff leadership development. Our student leadership will reflect the degree or type of leadership that is provided or that we have in our staff - or, the lack of it.

Looking at the staff we might talk about leadership and say it comes about through five quick aspects that we all follow: First is our recruitment of staff; secondly, actual selection of staff; thirdly, orientation of staff; fourthly, in-service education and continuing work that we do with the staff; and, fifthly, the evaluation of the staff.

Even before these different aspects in the development of our leadership - and all are important in the development of leadership in the halls, staff, central office or whatever you are talking about - is the reputation or image we have created about the student housing program, about our food service -- the reputation we have that we are providing leadership which is necessary; that we are looked to with respect, with honesty, integrity and other facets that students as well as our staff look to. What is the image we have created? What is our reputation? Are we looked up to or not? I think this is part of all these five aspects tied into the development of staff leadership.

Next I want to take a look at - and I merely touch these to give you an outline to go by - some of the important things we should consider in a definition. We have more or less recruited the staff, selected and oriented them, had in-service training and evaluated them and said "you are doing a good job" or not.

Here I would like to take a look at one thing Art mentioned and that is the personal attributes. I know many of you have done work in this area. I did my research here. Of course, there may be as many lists as there are people here. Let me push out my opinion and say "Here are some personal attributes we use":

One is intelligence. Research shows that the one possible common denominator in leaders is intelligence. To me this is one of the first criteria that we look at. We may argue whether academic grade point is reflective of intelligence. I maintain it gives you an indication of the intelligence of the person. We include in "intelligence" the use of good judgment, the ability to make judgments that are sound, that have been looked at - using one's brain.

Secondly, the personal attribute of creativity meaning vision and imagination. This is important, I think, in looking ahead to changes because we are in this business not looking at this year or next year but five or ten years hence. We are looking for ways to improve our system and the people with whom we work and this can be done only with some creativity and vision.

Third, we want to emphasize being responsible and dependable. All of us want this.

Fourth is looking at sensitivity to others, having empathy, understanding; not only sensitivity to others but to the organization and the reputation that has been built. We have talked about this in other sessions.

I am sure we are looking for some decisiveness.

We are looking for patience and time and effort not only in our staff below us but in ourselves.

The one big thing I would emphasize is good attitude because more and more, as I work with our staff and other staffs, I think this is essential. You have to start with a good attitude because this makes it possible to give directions as far as in service training, orientation and making changes. I mean having a positive attitude that is student oriented. You might say the willingness to initiate and then also to accept the responsibility and authority that is given the person. The feeling that the position is a job - and more than just "a job." I emphasize this - not in the sense that they don't but often in our student staff we find they do not look on it the same as if you go to a business and are hired and have certain responsibilities. This is part of the attitude and understanding. And it is important to have clarification or definition of the job. One approach which some of you have heard before is on a role concept basis which is adaptable to any type of position.

From this basic look at staff leadership development and the ingredients involved, I would like to take a look at student leadership and what emanates from this.

First is the identification and selection process of student leaders. How do we do this? Some of the ways are peer selection - whether on the basis of election, appointment or talking about getting together and saying this person will be the leader. We talk about self selection. Sometimes you have an individual who may maneuver or in a sense appoint himself to certain positions of leadership which gives him leadership. Or, we have certain people who want to be the leader and sometimes this works out; sometimes it does not. A third one we talk about is staff identification and selection. I had this first but after talking with a student here he said, "I assure you I wouldn't put staff selection first. This wouldn't be proper." Again, this is something we need to understand what we are talking about. I am not talking in the sense of running student government or student organizations. I am talking from the moment a student enters our hall we are looking for those individuals who seem to have potential for development into formal leadership roles and, secondly, who appear to be informal leaders who will be important to our organization in developing educational aspects in our halls. I am talking about the fact we are looking for this leadership in a sense of a hierarchy. Do they go into a small group, hall leadership role or campus leadership role? I maintain all these are used and all can be integrated and will vary as far as your own institution and organization.

From this we proceed to how they are developed. Here we can say quickly the essential thing is experience and underlying this is our responsibility for providing an opportunity for experience - in other words, learning by doing. I think all, or most, of you follow this in varying degrees. Also, we are willing to give responsibility and corresponding authority to individual students involved. This may be done through committee positions, cooperative efforts, etc.

A second way we talk about development of leaders - if we have identified and selected them to some extent - is through formal methods - conferences, retreats, workshops, reading literature, preparing and developing written material. We are talking about discussion groups, case studies and different ways we can bring an awareness to the student of how he can develop as a leader if he is not already a leader.

Third is personal contacts and attachments. This is the sociological theory of the "reference individuals." This is often through association with other leaders, certain staff members, parents and friends. I am sure sometimes parents have been leaders and have set a framework for their children to follow in this line. Sometimes it works and sometimes it doesn't. But the potential is there for the development of leadership from this reference or position.

The fourth avenue I think is development of individual talent or ability and skill of the person involved - our potential leaders - whether it is photography, organizational ability, athletics, speaking ability. One area I would emphasize and concentrate on is the development of communication skills or speaking skills because this is essential.

One piece of research I did in relation to leadership, in which seven items or skills were used as instruments as far as checking, ended up with twelve being significant but through statistical analysis it was shown that one would have measured all of them and this was communication. If I had wanted to say "Here is the way leadership can be checked" it was on the communication skill so that is the one thing I would emphasize. You are dealing with large groups - the public, etc. - and you find it necessary to develop the communication skill.

These are some points as far as the development of the leadership role among students and staff.

Now, the thing we want to look at - steering clear of many other phases - is: What is the administration's responsibility in this? What is the administration's role? I am deliberately steering clear of students' responsibility. What are some of the responsibilities, Chuck?

MR. CHARLES FREDERIKSEN, Iowa State University: We are concerned with people getting into our business. We are looking for successors in our own life work. We have to be concerned with the type of leadership we feel we possess and offer to the students. So, in our concern and work for leadership, I think, we automatically set an example and I think we show this by our concern in recognizing those who have shown some ability. Everyone has some contribution he can make. As you know, there are varying contributions to be made in our work in residence halls. We say everyone's ability is like a ladder and we hope we can contribute to the placing of the rungs on the ladder for each of these people so they may step up gradually by being given responsibility. The height of the ladder varies with the ability of the man. I think our sensitivity is probably the greatest contribution we make - by being sensitive to the ability of others and developing it.

DR. JIM ALLEN: Here we might comment that we have often latent abilities or factors of individuals. I have argued with student leaders many times - do you go out and get leaders? I maintain you do because a lot of people will develop, be creative and help if you ask them. Ofter there is the attitude of saying, "If they want to do it, they will do it." Look at yourself. How often do you sit back until somebody says, "Will you be on a committee and help out?" You say "Sure, I will be glad to." But if nobody asks you, you may not.

MR. CHARLES FREDERIKSEN: I think sometimes people in housing might criticize a competitive organization or fraternity saying they no longer do what they say they do - develop social graces, individual abilities, etc.; that they pledge the man who already has it. We must look at ourselves. Are we really developing leadership or using those who have it? I think we must take some initiative in urging - not forcing, but encouraging people to make use of those abilities.

DR. JIM ALLEN: Again emphasizing the counseling approach, saying we would be helping them develop their own skills and intelligence. We need to be aggressive in the sense of helping them get off the hump; make them want to do those things.

What is administration's responsibility in regard to the development of student leadership? Let's hear from some of the women. What do you think?

MRS. LEONA JONES: I think administration has a responsibility.

DR. JIM ALLEN: Specifically how do you work this in your system?

MRS. JONES: I don't work. I am just looking in on this meeting.

DR. JIM ALLEN: Sometimes we need somebody sitting in to give us ideas. You think it over. How about some others?

MR. BOB CAMPBELL, Lehigh University: Sometimes we start accepting what we thought was responsibility for student leadership but, of course, this gets into semantics. You say - What is our responsibility?

DR. JIM ALLEN: Do we have one?

MR. CAMPBELL: I think we have a responsibility but it is a little difficult to define what the responsibility is.

I would like to make this point - one of the things we have to do is to allow the student responsibility so his leadership becomes meaningful rather than just give him a title. We have leaders all over the place - presidents, vice presidents, committee chairmen - but when it comes to making decisions sometimes we let them go through it, then we change it. It comes back to our responsibility. We have the responsibility of accepting it. I think we have a responsibility for providing ways in which leadership can be exercised.

MR. FRED SCHWENDIMAN, Brigham Young University: I was going to make the observation that in all of our institutions we go through the election period of people coming into position and title through group choice and many times by popularity and other means than just leadership potential. I think we have to assist them and develop leadership in these people who sometimes get into these positions. When you are looking for leadership and you ask them to serve - that is something different. Sometimes you have the experience of fine people taking positions through an election and then you may get some who are not so capable and, as administrators, we need to do something about this if we are going to preserve a semblance of continuity of relations.

MR. F. C. MCCONNELL, University of Texas: I think we have the responsibility of qualifying leadership. We may not have the administrative ability to do what we should do always but I think we must all assume responsibility for it. We cannot allow poor leadership to cause a tremendous amount of trouble. We have to select that leadership to a certain extent. If you allow leadership to express itself, if it is unwise, it damages rather than helps and we in the position of staff leadership must assume responsibility for at least qualifying leadership and sometimes we must suppress bad leadership or poor leadership or immoral leadership.

DR. JIM ALLEN: You have given us some food for thought and we may come back and have a little argument or discussion.

I would like to take this chance to state my opinion or what I have observed in the last fifteen or sixteen years working with staff. Here are some of the things I see that I think are important as far as responsibility - making the premise that this leadership is good and we want it. I say administration does have the responsibility and it includes: respect and understanding for the student and staff as individuals and adults. The same way we would like to be treated, we should treat them. This was emphasized in the session on management stimulation. In this case he was talking about staff. We do real fine with the customer and the lecturer mentioned hospitals and how they took care of the patient very well but forgot about their staff and that two different standards were operating. Each person is an individual with integrity and we must try to work with him no matter how hard it may be.

Then there needs to be a faith on our part in the abilities and capabilities of students even though we have had some sad experiences. There needs to be a basic faith that it can be done and it can be accomplished.

Thirdly I want to emphasize we must be direct and honest in our dealings. Sometimes we say the students are not honest and direct but we are not in a position to say all we would like to because it would be pretty tactless as was brought up.

Next we must realize time, patience and effort are involved in all leadership development with staff and student.

Then I come back again to attitude which involves clarification of the relationships that exist between the student leaders and the administration. Again there must be the definition of the role. I emphasize that it be a cooperative relationship. Let's understand what we mean by "cooperative" - we delineate areas of responsibility. You hit the areas where the students do make the decisions. That is their bailiwick. And the second one is where administration has the decision and that is theirs. The students may comment or talk about it but the administration makes the decision and that is it. Then, thirdly, there are areas in which there is cooperative decision-making. This does not exclude the relationship of opinion-giving and getting ideas and constructive comments but the decision rests with one or another.

These are the things I want to emphasize - again, it is a reciprocal relationship that exists between administration and the student. It is important to realize that.

Carl, I will give it back to you.

MODERATOR JONES: Thank you.

I would like to take a moment on theories on how we classify different people. I have set it up as Theory X and Theory Y.

The traditional view of most people in the application of leadership is a view of direction and control. First they assume the average human being has an inherent dislike of work and will avoid it whenever he can. Secondly, because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of the organization objective. And, thirdly, that the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all.

We get a lot of this from the demands of Union and people saying they want overtime pay, shift differentials, vacations, health and medical insurance, shorter hours, guaranteed wages, sick pay, etc.

Now I would like to emphasize another theory. This is Theory Y which I think we ought to use, and first under that is Integration of Goals.

The expenditure of physical and mental efforts in work is as natural as play and rest. Our work is as enjoyable as play and rest.

Secondly, man will exercise self-direction and self-control in the service of objectives to which he is committed.

Thirdly, commitment to objectives is a function of the rewards associated with their achievements.

Fourthly, the average human being learns, under proper conditions, not only to accept but to seek responsibility.

Fifth, the capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in our population.

Sixth, under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized. Some people go so far as to say we are only utilizing 25% of the actual potentialities of the people working on our staff.

Now I would like to take a case study and cover four steps of integration and self control.

Number 1 - determining the major requirements of the job;

Number 2 - setting targets;

Number 3 - management process during the target period;

Number 4 - self-appraisal.

In this case a man selected a personnel director with ten years of experience. After he served in this capacity for nine months he was failing in his position so the man was called in and they said, "I'd like to talk to you a little about your position." They knew what the problems were and why he wasn't succeeding. They could have told him exactly what to do to overcome the problems but this would be using Theory X and they wanted to use Theory Y. So they said, "I'd like you to go back to your organization and come back in two days and tell us what you'd like to do to make it succeed." So the man went back and two days later he returned with four points:

1 - he needed to serve the other bosses more effectively;

2 - he needed to tell his people more what they should be doing;

3 - he ought to change his organization; and

4 - perhaps he should change some of the people.

Again the boss could have told him exactly what to do but instead he told him to set a target in his organization and come back again and report. So the man did this and when he returned he reported some changes that had been made; the target period and how he was going to carry out the process. He began to hold meetings and find out the demands and desires of the people in his organization and when he came back to the final meeting after six weeks, he had a different set of goals:

1 - He decided he didn't need to change his organization. He only needed to be manager and give them an opportunity for self-development and self-appraisal.

2 - He didn't need to let some people go. He needed to give them an opportunity to develop themselves and for his own self-appraisal he decided it was not the people who were working or his desire to serve the people above him but that his desire was to meet with his organization and find out their ideas and improve his own organization. He decided he ought to go to school and try to improve himself. He took a self-appraisal and decided that he was his own problem and he needed to work out his problems and to communicate with his people.

There are four variables in leadership: the characteristics of the leader; the attitudes, needs and other personal characteristics of the followers; the characteristics of the organization such as its purpose, its structure, the nature of the tasks performed; and the social, economic and political milieu.

A question was asked in one organization in regard to supervisors and employees. They made a comparison of the supervisor's description of his behavior with the employees' description of their experience. The question was asked: "How often do you give recognition for good work done by the employees in your work group?" The supervisors said, "Very often." Then we asked how recognition for good work was given and 52% of the supervisors said by giving privileges but of the employees only 14% felt privileges were given for good work. So there is a variation there from 14% to 52%.

Next was "given more responsibility" and the supervisors' replied 48% but the employees said 10%.

Gives a pat on the back - supervisors, 82% of the time and employees said 13%.

Gives sincere and thorough praise - the supervisor says 80%; employees, 14%.

Trains for better jobs - 64% and employees, 9%.

Gives more interesting work - supervisors say 51% and employees say 5%.

Again the difference is illustrated by the extent to which the supervisors and subordinates agree as to whether supervisors tell subordinates in advance about changes. The supervisors say: 70% that they always tell subordinates in advance about changes that will effect their work and 30% that they nearly always tell. So that makes up the 100%. Now the foreman working under the top staff says he is always told 27% of the time, nearly always told 36% of the time - or 63% as against the supervisors' 100% - and 18% more often than not told; 15% occasionally told and 4% seldom told.

The foremen says of his own behavior that he always tells his subordinates 40% of the time and nearly always tells them 52%; more often than not 2%; occasionally tells them, 5% and seldom tells them, 1%. But then you get down to the men working under him and they say that he always tells them 22% - against the 40% stated by the foremen - nearly always tells, 25%; more often tells than not, 13%; occasionally tells 28% and seldom tells, 12%.

I think that we can see here that many times our real problem is really working with people.

I like to think in our housing organization we use Theory Y and I feel most of us do. We should give the people in our organization an opportunity to develop themselves.

A survey by General Electric on "How Do People Grow in Business Organizations" was conducted after they ran a self-development program. In all organizations they set up objective planning, integration and planning measuring systems on everything in the organization and when they got through with the research, they brought all the information back to the president. Some was valuable and some was not. But from this he came up with ten principles that I would like to give you that might help you.

The first principle is that the development process is a highly individual matter. No person is like any other person. The individual is unique. This is one of the few things that Albert Einstein just before he died said he felt sure of - the individual is an individual and he changes with time.

The second principle was that every man's development in business is self-development. Most of our college graduates and the young people we bring into our organization - the first thing they like to say is, "Here I am. Develop me." Actually what they ought to say or listen to is what the company may have to offer them. This is what we ought to say: "We will give you a real opportunity to grow and plenty of orientation and educational activities, but please do not come in here unless you want to work hard and earn your pay and develop yourself. Don't come to us unless you recognize that the responsibility for your development is primarily yours.

The third principle was that the development of people cannot be based upon any set of ideals of specified personality characteristics or traits. When they came up with the personality traits that individual leaders ought to have, they had 374 personality traits a leader ought to have to be a good leader. The truth is that there is no standard pattern of personality traits that makes a good manager.

The fourth principle was that a man'e development is 90% the result of his experience in his day-to-day work. When they asked the people working for General Electric what they owed their success to, 90% said, "I got my greatest development when I was working for so-and-so in such-and-such a place. Only 10% attributed it to educational background, special courses, rotation, etc.

The fifth principle was the opportunity for development must be universal. Everybody in the company must be given an opportunity to develop. Everybody in the housing program must be given an opportunity to develop within the organization from the custodian to the director of housing. Everyone in the organization needs to be recognized with an opportunity to develop himself as a member of the staff.

The sixth principle is that primary emphasis must be on development in the present assignment rather than emphasis on a promotional ladder. Most people do not develop when looking forward to climbing up the promotional ladder. The best way is to do the job you are working on now to the best of your ability. I like to think we ought to do it to the best of our ability and then add 10%. If you are six feet tall, you become six feet-six. Take 10% off your height and you are about like I am - rather short. So there is magic in doing the best you can and then adding 10%. It might be the razor edge of success or failure.

The seventh principle is that managing is a separate and distinct kind of work which is emerging as another profession. I had the experience of teaching in a post graduate school management department at Monterey. I was teaching in a school where they are giving a Master's degree in electrical engineering. They came to the conclusion there was a necessity among the engineers and those getting their Master's degrees in the U. S. Navy - that, although skilled as engineers, they were not skilled in the management area and they should have some of the principles and skills of management. If it is important to them, it is important in our own individual organizations and we ought to teach management from our custodian up to the director of housing.

The eighth principle is that decentralization of decision-making is a prime instrument of development. One of the real failures in management perhaps today is that the manager wants to make all the decisions when perhaps his best opportunity to be a successful manager would be to sit back and listen and give someone else in his organization an opportunity to offer some decisions for the organization. I think when you have an opportunity to meet in staff meetings and meet with other people that many times the decisions you were going to make as the manager, after discussing the problem with your group, are changed. We need to utilize the people on our staff and give them an opportunity to help make our decisions.

The ninth principle is that the incumbent line manager at all levels is responsible for the development of people who work under his direction. We need to realize the only way we can give people an opportunity to develop under us is to give an opportunity to offer suggestions and feel free to sit down and discuss the problems and plans of our organization. Every manager needs an open door policy to the people on his staff to give them an opportunity to come and sit down. Even though the problem seems small to you as manager, it may be very important to the individual.

Lastly, which I think is very important in our organization today - the moral and spiritual values are basic in the development process. If there is too much emphasis on science, mathematics and accuracy, the obligation that stems from this key principle may be overlooked. As a matter of fact, not only American business but American history is at a cross roads in this connection. For a long time now we have been growing more and more materialistic, making more and more progress along the lines of material science, making great discoveries about the atom and electronics and chemistry and many other things. This multiplying knowledge of the physical world gives man enormous power and, with it, enormous obligation to be right. Throughout history, the human being has advanced very little or not at all, while the scientific and physical things he has in his hands have grown out of all proportion. It is a terrible commonplace to observe that man now has the power to destroy himself and his world. We must find the way to greater wisdom in handling our present power for good or evil or we will leave a terrible mess for our children. It seems absolutely necessary that we reach out and try to find some wisdom greater than our own, greater than the merely human. We have to find and clear a pipeline to some

Higher Source. We have to reach out and up for the great help we need in making decisions with regard to these physical things and the people involved in them.

I recall Dr. Gross giving a talk in the food service convention in Chicago about Joe's Greasy Spoon located in Chicago. He never had an education or an opportunity to develop but when he died, he had the largest funeral of anyone in Chicago. He had more friends because everyone loved their boss.

A questionnaire was sent out in the General Motors Company as to What Are the Most Important Things Employees Seek? and seventh was salary. What came first? Does my boss like me and how does he feel about me. We need to consider this as we work with people and as we function in whatever housing assignment we have. We must realize our people's first desire is - how do we respect them? How do we feel about their work? Does their boss like them?

Now I would like to open the discussion for questions or contributions. I went over that rather fast but I feel Theory X and Theory Y may be an area here. I am sure there are many areas.

First, let me give you the title of a book you might find of interest: The Human Side of Enterprise by Douglas McGregor. He is in the Psychology Department of the University of Michigan. The book is published by McGraw-Hill and the other is Francis Likert's book on New Patterns of Management.

Ladies and gentlemen, we would like to have a continuation of the discussion here.

MR. CAMPBELL: I am still trying to answer Jim's question. When I came into this job, I was told I had responsibility for budget, housekeeping, maintenance, discipline, etc. I do not recall that anybody told me I had responsibility for development of leadership. You can say we have a responsibility to provide opportunity and then it can be argued, if nobody accepts these opportunities, that you have to insist people take these and then it can be argued whether you ought to insist. I don't have an answer to that question.

Let me say that when I came to Lehigh we had a laissez-faire administration which can be really top leadership, where they say "This is your job. You go ahead and do it." I came there in the office of administration and shortly thereafter we had two vacancies on the staff and we proceeded to interview candidates - among them two men who were graduates from Lehigh in June. They had good academic averages and otherwise were without particular distinction. They qualified and under our best judgment were hired. Now, thirteen years later, they are still there. One is the Director of Admissions and the other is the Associate Director of Admissions and both are highly regarded.

What does this have to do with the development of leadership? You recall I said it was a laissez-faire administration. We put them in and they did the job. They read men's credentials and evaluated them and made decisions. Each one had to do the same work and make the same decisions. At what point did they arrive at the capacity to do the job as Director of Admissions? Was it in June when they received their degrees or could they have done the same job in April or May or maybe the November before? We have a responsibility and that responsibility is to use the brains and talents that are everywhere around us in our colleges today as undergraduate students and we are not touching it. We could use it to great advantage.

MR. BILL JENSEN, University of Denver: I have a question of Jim Allen.

You talked about formal and informal leadership and recruiting leadership. You do not mean that you actively go out and say, "Why don't you run for President."

DR. JIM ALLEN: I wouldn't say, "You are a leader, boy - come on." But we are in leadership positions - in positions of influence - and consequently often you may just drop the idea and say, "Have you thought about running for office? Have you thought about applying for a staff position when you are a junior or senior?" You are establishing some goals for them and letting them take a look at goals they may not have thought about.

I advocate that we look at the people coming in hoping we might suggest avenues where they might put their talents to use.

MISS BERNIECE RYAN, San Jose State College: I would like to make a very small contribution in regard to our responsibility in developing student leadership. I think communications is one of the prime keys in developing student leadership. I mean that once the leaders are selected by the peer group, a great deal of success or failure hinges on setting the stage; sitting down with the student leaders and getting together on ultimate goals and presenting our point of view and getting theirs and letting them know that maybe we will arrive at it one way and they another but we have an ultimate goal. Then getting to know your students. Often when leaders are selected, we assume that they have arrived at leadership. We overlook the fact it may be developing leadership and the better you get to know the students, the better you can work with the student leaders. We should have them constantly evaluate what is going on; what their objectives are and at the end of their period of leadership have them evaluate it. When new leaders come in, possibly have them review what has happened in the past.

They may wish to go ahead and sometimes, as Mr. McConnell says, you get poor leadership but I think if it has potential we have a responsibility in working with the students and possibly setting him on the road to good leadership. If they have the qualities of leadership, they will come out. It is part of our responsibility to help redirect them so they can contribute rather than destroy.

DR. JIM ALLEN: On poor leadership - don't you think it might be good to have poor leadership once in a while?

MISS RYAN: Yes. Let them fall on their face - but not too fast. This is where it is important to know your students and keep up with your leaders. Part of the development of leaders is making mistakes but not such as would destroy the organization.

MR. SCOTT FISHER: Perhaps we have a responsibility for an attitude to the junior staff member. I feel, as supervisor myself, a critical attitude whenever their local government does not function well or at all and have viewed the consequent reaction and defensiveness and more inactivity. If we can say we expect bad performance sometimes and not be too critical of them, perhaps this is the best method.

MISS EDITH MCCOLLUM, Florida State University: We are in the business of education and that is the basis of what we have been saying today. So, in some way we are teaching in my opinion.

The second point is the quality of leadership, which, I think, is implicit in some of the qualities enumerated but we ought to nail it down - integrity of the individual and the organization, which I think is Number One on any list of qualifications of leadership.

MR. CAMPBELL: I would like to speak briefly on the matter of democratic leadership. A lot of times it develops into paternalism. One thing that annoys me is a person who gives every appearance of a democratic leader saying, "What do you think" who then proceeds to do what he wants to do anyhow.

This can be seen through clearly and is most annoying to people who think.

MR. J. ARTHUR PRINGLE: In response to your comment about democratic leadership and a person who seeks suggestions and then does something else, I think there is a place for this if the leader is honest to begin with and says "I am just seeking your opinion and probably won't even do it but I want to know some of the other aspects of the problem." Frequently somebody above him has already made his mind up. I think a good leader will make it clear to everyone and try to draw from them as much as they can so they will have as much success as possible in turning out the decision and he also gains some sympathy because he is honest. We have to do it. We don't want to but we have to. So they say, "He is stuck and we will try to make it work."

MR. DONALD ADAMS, Michigan State University: Edith made an interesting point. She said we were educators by being on the college campus. Jim made a point of in-service training. If we are educators, there must be a certain body of knowledge about which we should be familiar. I am not here to suggest what it is but, as educators, this body of knowledge becomes very important to us and I think in-service training becomes very important, too. I wish Jim would make a couple comments on that.

DR. JIM ALLEN: I am not sure what comments you are looking for. I think this is built in automatically wherever you have a staff. Some programming should be done in terms of your staff. For example, in the beginning you may be operating in-service programs relating directly to the job itself. It has been found over the years that in the first two or three months a person wants to know concretely - what do I do; where do I go; what resources do I have? You have meetings - maybe movies, lectures, anything adaptable to this group. Maybe it is part of your staff meeting. Maybe it is a separate section.

Secondly you have self-growth. Are you helping through in-service education? We often approach this in the middle or later part of the year - after they have gotten over the hump.

You don't know the job until you are in there so in-service education and training is helping them do their job more effectively, better and helping them in their self-development and growth.

MR. JOHN PAYNE, Central State College: It has been interesting to me that most of the remarks on leadership have been directed to individuals we work with. We try to work with the staff - the higher echelon. We feel that is part of our responsibility - to influence their decisions so we don't have bad decisions coming down. We feel this is one of the most important things in our job - to be able to influence top management so they see what is going on in our area.

MODERATOR JONES: We certainly appreciate this. The time is up. We appreciate your contributions and I want to express my appreciation to Art and Jim for their fine help. Thank you each and every one for attending.

Thank you!

(The meeting was adjourned)

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STUDENT LEADERSHIP APPLICATION:

RESIDENCE HALL TUTORING PROGRAM

Moderator: O. K. Morland, Director of Housing, East Texas State

Speakers: Thomas S. McCormack, Director of Housing, Colorado State University

Carl Jones, Director of Men's Residences, Brigham Young University

MODERATOR MORLAND: I am O. K. Morland and I am to be Moderator this afternoon. We have as our guest speakers Mr. Tom McCormack and Mr. Carl Jones.

You will notice there is a change in our topic. This is now "Residence Hall Tutoring Programs."

At this time it is my privilege to introduce to you Mr. McCormack of Colorado State University who will start the program and later will be assisted by Mr. Jones. I will turn the meeting over to them.

MR. THOMAS S. MCCORMACK: This is on academic programming in residence halls. The Committee felt the housing profession has been neglecting and not stating some of its purposes and objectives so we thought we would tie the tutoring program into the residence halls.

Let us define programming as being those activities which enhance or support the academic classroom contribution to the objectives of the university. These activities are usually the results of effort by organized groups such as fraternities, sororities and student government organizations; and organized programs; such as, exchange dinners in the residence halls, forums, Fine Arts Festival, and tutoring. Such activities may occur either in the residence halls, the student center or off-campus.

Programming in residence halls is a general term used to describe methods used by housing offices in an attempt to achieve the goals of the institution. Usually one finds that the goals of the institution are not always clear and concise; hence, housing officers will formulate goals of their own which they feel will complement those of the university.

Since we are concerned with residence hall programs that use the tutoring method to achieve goals, let us consider some of the goals that are related to academic programming. Some of these are:

1. An atmosphere which allows the student to achieve high scholastic attainment and intellectual interest.
2. An environment where:
    a) Tutoring is available
    b) Some academic advising is given
    c) Individual student's problems are identified and referred for professional services.
3. Physical facilities which are easily adapted to an academic environment.
4. A varied program in which members of the hall have an opportunity to exchange ideas and philosophies which relate to each individual's academic ability and achievements.

With these goals formulated, then an academic program designed to achieve these objectives may then be made operational. Tutoring is one major facet of the total academic program of the residence hall.

A typical residence hall academic program may consist of various principle components. This program could be initiated in the fall of the year when a new student arrives on the campus and terminates with some type of recognition for scholastic achievement during the Spring semester or quarter.

The four phases of this program are:

1. New Student Orientation
    a) General
    b) Academic
2. Study hall and tutoring program
3. Academic counseling
4. Academic achievement recognition.

We have prepared some information for distribution which pertains directly to all four phases of the academic program. If we have time, we will discuss the associated phases of the academic program but for now let us continue with the assigned topic.

A typical study hall and tutoring program could be operated in the following manner:

1. Study halls are operated in each dining room or comparable available area on a five day per week basis. These areas are available to students from 7 to 11 p.m., Sunday through Thursday. Supervisors are employed for each unit to maintain desirable study conditions. This program provided a convenient and highly desirable area for student study.

2. A tutoring service is operated in conjunction with the study hall program. This service is free of charge and attendance is strictly on a voluntary basis. Freshman and transfer students are encouraged to use this service as an aid in developing successful study habits. In general, this program is set up to meet the basic needs of freshman and sophomore students. To fulfill the basic needs of this group, tutoring is offered in chemistry, physics, mathematics, English literature, speech, history, business mathematics, general business courses, accounting, basic science courses and study techniques.

One institution that operates such a program published the following information for the academic year 1962-63.

Study Hall and Tutoring Participation for 1962-63

A. Study Hall participation		28,000
B. Tutor use		
1. Operating in one hall		1,446
2. Operating in two halls		1,301
	Total	2,747

Cost per student tutored	$ 1.52
Cost per student using study hall	.149
Cost per student residing in residence halls	1.82

Budget for 1962-63 Tutoring Program

Men's Halls - Tutors		$ 1,400.00
Women's Halls - Tutors		1,400.00
Additional equipment		100.00
Supplies and books		100.00
Study Hall Supervisor		
Student Assistant - Men		522.00
Women		522.00
Assistant Head Residents		
(10% of the employees' time)	Men	75.00
	Women	75.00
	Total	$ 4,194.00

This program is designed for approximately 2,500 students in residence halls.

Naturally, a tutoring program of this size and type does not guarantee that the objectives as described above are being achieved. Also, a tutoring system without support of the other phases of academic programming will suffer. Proper residence hall orientation, scholastic counseling, scholarship banquets, and scholastic awards all contribute to the over-all program

MR. SCOTT, Institutions of Higher Learning, Mississippi: Housing should not have to bear the charge of tutoring.

When I was coach, my wife taught Spanish and I taught accounting and mathematics and did everything I could to keep those kids eligible. I came in this the hard way - as coach. Now in the last five years in Mississippi we have developed a tutoring program that started off in mathematics because we had a year of freshmen students who were slow in mathematics. We brought in several graduate students and gave them scholarships for tutoring freshmen students. We assigned them to groups and made the kids go. Their grades came up. I contend that should be charged to the educational program and not the housing program. We saved those kids and graduated them.

MR. DONALD ADAMS, Michigan State University: I say we should not take tuition and pay any instruction from that. You say room and board shouldn't pay for it. What goes on in the residence hall, I think, should come out of the room and board charge.

MR. MCCORMACK: I think the original objectives of the housing program could be questioned and redefined. I know some housing programs have extended into areas that some of us might feel are completely out of our objectives.

MR. ADAMS: That is for each university to decide.

MR. SCOTT: I think food service and housing ought to stand on its own. You do not want to pay a teacher's salary in mathematics because you are not in the teaching field. So, it is perfectly all right - where you have space available so you can set up tutoring rooms and study halls to do so. That is fine but the salary should be charged to education and not the housing program.

MR. MCCORMACK: Would you have any comment, Jim? Does the State of New Mexico appropriate money for educational programming in the residence halls?

MR. JIM SMITH, University of New Mexico: They supplement the funds so indirectly they do.

MR. MCCORMACK: This is interesting.

MR. WILLIAM SKIDMORE, Utah State: In spite of the fact we say our programs are self-supporting, I am sure they are not entirely self-supporting anywhere.

For example, we don't mow the lawns even though they are around our houses and we have to have sidewalks to satisfy the postal department. There are a lot of things in our over-all program that are indirect contributions to the housing program.

MR. GUY MOORE, Southern Illinois University: There always has to be someone on the fence and I suppose we are on it. In our residence hall we combine the faculty and what we call the residence hall staff. We pay 25% of their academic salary. They are sent to us from the academic dean in any of the eleven disciplines that we have. They act as a resident counselor or person in charge of a building with approximately 123 students. They actually do tutoring on their own. We ask them to teach and tutor the students but this is part of the job. They are not paid extra. We furnish them room and board and pay 25% of their academic salary. We expect them to establish these programs. We do this deliberately so we can say, "Would you mind being here 6:30 to 9:30 two nights a week to help these students?" We find it works out splendidly. So we are subsidized as this gentleman says but we work with the faculty.

MR. SMITH: Are those people single or can they be married?

MR. MOORE: We have a health education major who has four children. We don't have special qualifications.

MR. MCCORMACK: I think they have something going at Southern Illinois that is very interesting to me. They look at one of their people in their housing program really as a dean of a small college. He is usually a Ph.D. which really gives you some creativity in your thinking when you think of college housing as a school itself. That is like having a Dean of a School of Housing. To get way out maybe we could even give credit to students who participate in residence hall academic and intra-mural programs.

MR. CARL JONES, Brigham Young University: I think this could be very valuable to all of you. A year ago I had the privilege of spending two days at Colorado State University. We decided to apply it at Brigham Young University but we did not have any funds so supposedly it did not cost us anything. We asked Student Government to take responsibility for supervising the study halls. We set up study halls in our dining areas from 7 to 11 each night which was supervised by someone out of Student Government.

From the tutoring standpoint we started a year ago in our orientation program to establish units of 39 on each floor competing academically and suggested those on their particular floor proficient in mathematics might spend some time with someone on their floor who had trouble with mathematics with the idea that by teaching he would learn. We set up this competition and we have an Academic Banquet. We said those who maintained a 3.5 grade point average would be participants in the banquet, paid for by the housing office. Through this particular program we were able to raise the grade point average in the hall we feel. The grade point average in the residence halls is higher than the general average of the university. Of course, we can't prove anything but we can say that evidently residence hall environment is better.

We asked our professional people in the academic office to assist us this coming year to establish in one of our halls a small unit for 75 students who will receive a little more professional tutoring from these people who come in to assist us. Our counseling people will come down and set up some group counseling procedures. We are working with the counseling staff and academic standards people this year. We are running a sort of pilot study. We are inviting the faculty to participate but most of the work has to be done in the evening and they are accustomed to going home at 5 o'clock. Some faculty members come in for Saturday morning breakfast, which we pay for, but that is about the only participation we have had from the faculty. I am sure some come down during the regular working day.

My feeling is that, although this is a faculty responsibility, we in housing have to create an atmosphere in the halls and if tutoring helps raise the grade point average - all right. I can say in regard to what Tom says that we applied their program and, from a grade point average study, we came up with the conclusion it is of value to us.

MR. MCCORMACK: I might say all our tutors are on an hourly basis. They may tutor from 1 to 35 depending on the number of students who sign up. We have forms we use in our academic program area which relates to tutoring.

MR. JONES: We set up a trophy in each hall for the floor - and another to the building - that had the highest grade point. This has worked out very well.

MR. SMITH: We used a certificate and we have the Dean of Students and Director of Housing sign it.

MR. ADAMS: Do the same halls always win?

MR. JONES: No, it has gone to two different halls and they enjoy it as much as the intra-mural program.

MR. MCCORMACK: We have scholastic boards in each hall and we put their name on it and it stays there permanently which builds a feeling of belonging to the hall. We have students graduate and come back and see their name with their average on there and speak about it. Some say nothing, but they look. It means something to them.

MR. ADAMS: One new thing we did was a College Bowl program among our residence halls. This is another thing that rewards the scholar.

MR. JONES: I think you must start with your orientation telling them there is an academic program in the hall along with intra-mural sports, etc. You have to get them the first couple of days.

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MR. ADAMS: During our orientation we have a convocation entitled "Study Problems of Men." We invite two authors of study skill books on our campus to come over to give lectures.

MR. MCCORMACK: We do not require a man to live in the residence hall. This past year we had more men return to the halls than women percentagewise - and women are required to live in the halls. We had 65% of all men who lived in residence halls return this coming year and we had 55% of the women. We can't say it is the academic program in the residence halls that caused it but we feel it influenced it.

MR. MORLAND: I want to say this is one of the most interesting sessions I have attended so far.

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STUDENT HOUSING IN OTHER LANDS

Moderator: Dr. James Allen, Director of Housing, University of Hawaii

Speaker: Mr. Scott Wilson, Residence Halls Administrator, University of California at Berkeley

DR. JAMES ALLEN: Good afternoon, ladies and gentlemen. I am not sure whether being asked to serve as moderator is significant in terms of our location, but it might tie in with the fact that last year Hawaii was listed among the foreign countries; and I am checking very closely this year to see how we stand. We are representative of many countries, as far as the number of ethnic groups that are represented there is concerned, and we ourselves are getting more familiar with the types of housing in other countries because it will have and does have special significance for our university.

It is my pleasure to introduce to you Mr. Scott Wilson, Residence Halls Administrator at the University of California, Berkeley, who has recently made a tour of twelve countries, visiting thirty different universities, in the European area.

MR. SCOTT WILSON, University of California at Berkeley: Having worked in the Residence Halls program at Berkeley for a good many years, I was naturally curious to know what student housing was like in other parts of the world; and when I was planning my European trip, I decided that while I was touring I would make the trip a "postman's holiday" and see university housing in the various countries that I was visiting.

The first summer, 1960, I traveled in Scotland, England, Norway, Sweden, Denmark, and Finland.

In 1961 I carried out the same general program in Germany, Holland, Switzerland, Austria. Italy and France.

It was quite surprising to me to see how very well the Scandinavian countries are handling their student housing program and, by comparison, how poorly some of the other countries are handling theirs.

In Scotland, the first country that I visited, I visited three of the universities - Glasgow, Edinburgh, and St. Andrews. Those three universities did not have student housing that was designed and built specifically for student use. They had acquired boarding houses or hotels, old buildings of one kind or another, and adapted them to student housing. They all hope to have dormitories some time in the future, but so far Aberdeen is the only university which actually has a student dormitory. I did not have a chance to see it, but I understand it is not very large and has a stark atmosphere.

In England I did not see too many of the newer universities; I visited Oxford and Cambridge. The newer universities in Manchester, Leeds, Birmingham, Sheffield and London, have gone to student housing as we know it and have pretty much given up the college system such as that at Oxford and Cambridge where the student eats, sleeps, and studies more or less in the same area, the same buildings. They are now building student housing as we know it. I believe they have found the college system to be too expensive.

I believe Australia, too, is giving up the old British idea of the college system.

Strangely enough, the University of California on the Santa Cruz campus, is attempting to go back to this system by having small colleges. I don't know how successful this will be. I think it is always a desirable solution, but there are problems finding faculty who will live in close quarters with the students and who are willing to devote their lives practically twenty-four hours a day to students. There is, also, the expense of the program.

From England I went to Denmark and visited the dormitories there. Previous to my trip I had met Mr. Kristian Ottosen, Director of the University in Copenhagen, who had advised me about travel in the Scandinavian countries and had suggested that I stay at the dormitories, which I did not know was possible. He made arrangements for me, and I found myself well accommodated everywhere I went.

Having visited Denmark, I went to Norway and saw their residence halls. This picture (showing picture to audience) is an indication of what the buildings in Nowary look like. The new building is the high-rise, and the older buildings are the lower ones. They are very charming buildings. It is strange to me how the Scandinavian countries, using very simple architecture, which is quite plain, not ornate at all, seem to achieve an individuality; so that the buildings in Denmark seem to belong there, the ones in Sweden seem quite typical of Sweden, and the same is true of Norway.

The buildings, just by a little decoration or color on the outside, seem to fit right in with the landscape.

The most interesting thing about Norway, I think, was the fact that I discovered they had a way of raising money for their dormitories which was quite ingenious. There is, of course, a scarcity of dormitory spaces. There is not nearly enough room to house all the students, and this is true in every country that I visited.

To overcome this problem, spaces in the dormitories were sold to the municipalities, the small communities in the outlying areas of Norway. A city can buy ten spaces in a dormitory by contributing 10 times the amount of the cost of building the rooms. Then, they are assured of that number of spaces when their students go to the university. Of course, they have an equal chance with other communities for the general run of the rooms, but this gives them a block of rooms of which they can be assured. By doing this many, many cities are able to build complete buildings over and over again - whenever a community sees they are behind the times, they need more spaces, they simply buy more spaces.

In Sweden I stayed at the Domus, a fine hotel style of building which has a restaurant. All of these dormitories, I should explain, are without food service when they are operating for the students. They have large lounge rooms, but they have no food service in the buildings. Each group of eight students or ten or six, depending on the architecture of the particular building, has a kitchen, a kitchenette, where they can prepare their own food. They do all their own food preparation so there are no dining rooms or food setups as we have in our residence halls in this country.

For the noon meal, there are canteens, which would be comparable to our student unions or student centers, where they can get lunch.

While I was in Sweden I also went to Uppsala, which is about forty miles north of Stockholm, to the university. They do not have the tourist business that Stockholm has, but they have beautiful dormitories. I think all of the Scandinavian countries have very high quality buildings - the walls, the fixtures, the construction throughout are extremely durable. The buildings are well made. They are attractive and cheerful. The rooms are large, surprisingly large; and they are very comfortable.

In Finland the dormitory is called Domus Academica, and it is of a very plain architecture. The most interesting thing about the Finnish dormitories is that the money for the dormitories was raised by the students themselves. The architect was employed by the students, the land was purchased by the students, and the dormitories are owned and operated by the students. The university has no connection whatsoever with the dormitories. They pay taxes to the city just as a hotel does.

The way this came about is rather interesting. After the Finnish-Russian War, during which the student housing had been bombed out rather thoroughly in Helsinki, there was no one with money to build student dormitories. The government had no money, the University had no money. The students made little ceramic tile paperweights which they sold for the equivalent of about $5 apiece, door to door. As the donation was made, the name of the donor was written on a piece of paper. The students were obligated to bring back so many names and so much money for each sheet of paper and so many tiles. They bound all of these sheets together so that there is a permanent record of everybody who has even given any money for their dormitories.

They also went into business rather heavily and rather well; so that now the Undergraduate Students Association in Helsinki is quite wealthy, strangely enough. They black marketed coffee after the war when it was profitable to do so, with the Government looking the other way. They contracted to remove bombed-out buildings, that is, to clear the sites so a new building could be built. They cleaned the bricks - 1500 students at a time would go down and chip the mortar off the old bricks and pile them - and they not only got paid for removing the rubble from the site, but, then, they sold the clean bricks to the contractor that was building the new building. They bought office buildings down town, and they built the first television station in Helsinki and turned it over to the Government after it was in operation. The undergraduate students also invested in companies. They put some of their own graduates into business and took back stock in return for the money that they invested.

For instance, in the plastic industry they set up some of their own graduates in business, and they made a considerable sum of money from the stock that they received in return for the money they loaned to start the business.

A rather interesting story, which delights the Finns, is that when the campus of their new technical university was being established at a town twenty miles outside of Helsinki, they bought a beautiful piece of land in order to have a real campus. This is something you rarely see in Europe - a campus as we know it, where the housing and the classroom buildings are all gathered in a nice site. Usually they are in the midst of towns somewhere in a metropolitan area. The students were allotted a certain amount of land to build their dormitories on. They hired the architect, built the buildings, and moved into them before the University had built its first classroom building. This was embarrassing to the University, because the students then had to commute back and forth twenty miles into Helsinki into the old classrooms. But everybody is now laughing about the fact that the students could build their dormitories faster than the University could build its classrooms.

In the summer of 1961, I went back to Europe - this time with my wife instead of the golf clubs - and we toured for two months in Germany, Holland, France, Italy, Switzerland, and Austria, looking again at the university housing.

We started with Hamburg and the northern part of Germany, and we were surprised to find that, in effect, there was no student housing. The University at Hamburg has housing for 150 students, and they were planning to have student housing for 500 students. With an enrollment of 15,000, this is not very much.

We then went to Holland, and we saw several very good student housing programs there. In Leiden they had a building which was quite interesting. It was what they called a Star dormitory because three buildings radiate around a central, spiral ramp in the center, which made it possible to eliminate stairs within the buildings for economy purposes and it made it possible to go from one building to another at the same level or to go down a little on the spiral ramp and go in on another floor. These were three-story buildings, and the spiral ramp served all three buildings. I had never seen anything like this before and thought it was quite unusual. It certainly was one way of saving money in building student housing.

The best dormitories, I think, that we saw on this trip were in Germany. (Pictures shown of buildings at Munich.)

These buildings are pleasant-looking, modern buildings, although they are somewhat austere.

There are usually about twenty students on a floor, with one bathroom and one kitchen for them, and they prepare their own food. There is no central food preparation in Germany either.

The trouble with these dormitories, as you may gather, is that they are located quite a distance from the university. In Germany, as in Holland, the universities are in the center of towns that have grown up around them; they are strangled right in the middle of town and there is no land available on which to build dormitories. Of course, they would not tear down a building and build another one because they just do not do that sort of thing. Consequently, they have to build the buildings out in the farm lands, in the country, and the students pedal back and forth on bicycles to the university from the dormitories, and they have their lunch in a cafeteria in the center building.

The only university we visited in Austria was in Innsbruch. The university has an enrollment of 4,000 students and housing for 150. The campus grounds showed considerable neglect, and the student posters and demonstrations were protesting the government's appropriation of funds for the Olympic Games while the university was falling apart.

In Italy we visited the universities at Padua and Bologna. The Italian dormitories have attempted to achieve a high degree of architectural excellence, and they are a little more elaborate with their architecture than most countries. I think they are quite proud of their architects and they try to let them express themselves a little more than, say in the Scandinavian countries. The buildings are more stylish than in the Germanic and Scandinavian countries, and they are beautifully finished inside.

Of course, the Italians want to have marble everywhere, and they do. There is a shortage of student housing everywhere in Italy.

In Switzerland we visited universities at Lausanne, Geneva, and Zurich. In many schools in Switzerland, the foreign students constitute more than 50% of the enrollment; and in all universities in Europe, the foreign student enrollment, including those from the United States, is probably around one-third.

In France we spent a week at the Cite Universitaire attending a conference of International House Directors. A great deal of the discussion centered around the need for International Houses with a majority of the sentiment, I believe, favoring a change from the use of International Houses to the housing of foreign students in the regular university dormitories.

We did not see any student housing in France other than converted boarding houses or hotels, and we understand that, like everywhere else in the world, there is a shortage of them.

In summary, I would say that the life of the student in Holland, Germany, Austria, Italy and France is much harder than it would be in Scotland, England, or in the Scandinavian countries.

I gather that the shortage of student housing is universal, and that all the countries of the world are trying as hard as they can to build adequate student housing as fast as they can. The types of student housing vary considerably from country to country, the style of architecture is often quite unique, and the philosophy behind the dormitories varies as much as the architecture. In too many places I am afraid that the buildings are constructed with the idea of providing a place for the student to sleep and eat without any attempt to make the residence hall an educational experience in itself.

I think our Association can be of great help to foreign architects and residence halls planners, and I would like to see our membership grow to include members from all parts of the world. There are also things which we can learn from the foreign planners and builders.

MR. GEORGE OLSEN, University of Indiana: I think Mr. Wilson has given you a very interesting and informative account of the portions of Europe that I was fortunate enough to visit this past June.

When we were in Scotland we, too, visited St. Andrews. The university is steeped in tradition. This is typical, I think, of most of the universities abroad.

We visited Copenhagen and Stockholm and spent a week's time at the University of Oslo, where I got most of my impressions of student housing.

In Norway and on the continent, you must remember one important thing. These are mature students, who have come through a very selective process to reach this university level, with the result that the universities do not have the disciplinary problems that we have. Mr. Ottosen, Director of the University, laughed at us and asked why we spend $300,000 on counseling and guidance. They spend very little, if anything, on this. The answer and explanation is in the maturity of the students. The student is king abroad, believe me; at least, this was true at Oslo, Stockholm, and Copenhagen.

In this country we say this, but I do not know if we mean it.

Mr. Wilson indicated that there was no food service for the students, but they do have a beer and wine lounge right in the building and they never have any problems.

We observed groups from Russia and the satellite countries, coming and going; while here in America when we have a Russian student, we roll out the red carpet. They do not think anything of it.

Of course, we, as you all know, are in the midst of a tremendous problem that we are trying to resolve - the problem of segregation and integration. This is no problem whatsoever in Europe, none whatsoever. This was one of the good things that we brought home with us. There is no difference. No one is treated any differently, and it works. It works beautifully. I was tremendously taken with this because of the urgency of this particular problem here in this country.

In Oslo I also had the good fortune to see a married student housing unit, which is probably better than anything I have seen in this country. It was on top of a mountain, designed particularly for faculty members and administrators who are about to retire or have retired. In order to take care of them, the entire top floor of this nine or ten-story structure, served by a lift, is devoted to office space for the faculty members. For a one-bedroom apartment, they made what amounts to a down payment in the equivalent of $1,000; and for a two-bedroom apartment, $1,500. In addition, they pay the same monthly rental as the students who live in the building. In return for the down payment, they have office space for each faculty member on the top floor. They have their cubicles and separate library stacks which are under lock and key.

One of the most outstanding things for an American, particularly in our business, is the quality of the workmanship in their buildings. You have never seen anything like it. This is a forgotten art, I am sorry to say, in this country.

MR. SCOTT WILSON: One thing that is very interesting is the fact that in Finland, for instance, they put the single women and the single men and the married couples in the same building. Until I had seen the buildings, I could not understand how this would work; but actually, it does work, because their room pattern is very much like an apartment. In Egmont and all of the Scandinavian universities, except possibly in Oslo, they build their student rooms like an apartment so that each four student apartment has its own toilet, shower, and wash basin; and they do this so that it will make an attractive apartment for tourist trade. The tourist trade helps to pay materially for their dormitories. The buildings can be used for married couples or single students, and they do not have to worry about how it will work out.

DR. ALLEN: I would like to emphasize two or three things that have been said, underlying what Mr. Wilson and Mr. Olsen have said.

One thing that we have to keep in mind is that the differences in the educational systems have come about from differences in the societies and their cultural backgrounds. There may, however, be some things in their systems which are applicable to ours, and also from ours to them.

There are many, many differences which should and do enter into our thinking as we gain greater insight and awareness of the other countries and their student housing.

Thank you very much, Mr. Wilson, for your presentation.

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TRAINING PERSONNEL IN INDUSTRY

Moderator: Robert J. Zellmer, Director of University Food Service, Ohio State University

Speaker: David S. Bushnell, Social Psychologist and Behavioral Science Research, Stanford University

MODERATOR ZELLMER: Our speaker this morning is Mr. David S. Bushnell, Social Psychologist Behavioral Sciences Research at Stanford University. Mr. Bushnell's special areas of interest are the application of new educational techniques and methods to education and training, adult education, and the dissemination of information within large-scale organizations.

I am pleased to present this morning, Mr. Bushnell.

SPEAKER BUSHNELL: Thank you, Bob.

I was a little reluctant to address such a group as yourselves, not being overly familiar with the practices and problems of university housing and food services. Then I thought back a bit and remembered that I spent at least six years in the University of Chicago in the residential program there. I realized that, as a consumer, I am particularly well qualified.

At the Stanford Research Institute we have been doing quite a bit of work in the field of adult education and training. What I thought I would try to do today, and do it somewhat informally, was try to describe some of the newer techniques that are coming to the forefront in education, and attempt to relate these to your kind of training problem. Now, I will do this and then I hope at the end you will raise the kind of questions that will allow a free-flow discussion and we can see if we can tie this down. My main focus will be on teaching machines.

With increasing amounts of leisure time and a rapidly growing demand for higher and more specialized work skills, the emphasis on vocational education and training promises to increase within the next few years. Initial employment skills, once thought to be all that was needed to maintain a person throughout his entire career, must now be upgraded or revised on the average of three times to adapt employees to technological advances. The retraining of workers whose skills are in danger of becoming obsolete has become an important part of the national effort to maintain or improve our current level of employment and our rate of technological growth.

Man's readiness and capacity for adapting to rapid change has long been one of his major survival characteristics. However, some adults because of past educational experiences or because of experience with previous training programs which flopped do not want to take active part in voluntary training efforts. Their unwillingness to enroll in and stay enrolled in voluntary training programs can be traced to the inadequate teaching techniques and the failure on the part of many instructors to recognize the difference between adults and younger students. For many adults the prospect of retraining is unpleasant because of past educational experiences. Some are early high school dropouts; others have been out of school for twenty or more years; others have found previous programs to be over their heads, too difficult, or not appropriate to their particular job needs.

There is an urgent need for new ways to motivate adult workers to sign up for appropriate voluntary vocational programs and to continue their active enrollment once involved. Improving the appeal of adult vocational training may hinge in part upon the use of new teaching techniques that permit the student to proceed at his own rate of learning without fear of failure; and in part upon recognition of the fact that adults differ from high school or college students.

In a recent article in Harper's magazine by Edward Chase entitled, "Learning To Be Unemployable," the author points to the growing problem of unemployment among young adults, those

26,000,000 between the ages of 18 to 25 who will be entering the labor market during this decade. He states, and I quote, "There is some hope that the shortcomings of our job training efforts will be aired and even that steps will be taken to remedy them, for our archaic vocational educational system has suddenly become the vital tool in a massive national effort to train unemployed people for new jobs under the Manpower Development and Training Act. It is in our long-ignored vocational schools in afternoon and evening classes that men and women who may have been out of work for months will, it is hoped, be taught trades that will make them self-supporting." What is needed through modern techniques for training is a creative and enlightened new approach to reaching those workers who have become labeled as unemployable.

Recent research has demonstrated that teaching machines are as effective as live instructors in imparting knowledge. I am sure you have all seen some of the mass of recent articles describing new techniques of instruction and, if you are like I am, some of the claims that have been made, and some of the promises for the future, have been confusing. What are teaching machines, and what are some of their advantages and disadvantages? This topic will comprise the remainder of my talk today.

Machines, in the era of automation, conjure up some rather horrifying images even though the machine has been man's most devoted slave. People sometimes forget that machines are useful. They worry, instead, about being replaced by a machine. Think of how nice it would be if each of us had a home computer for keeping track of Christmas card lists, inventorying needed replacements in the food line, and balancing our monthly budgets.

To call these innovations in education "teaching machines" is a misnomer. The machine has really two basic components - a program containing the information to be learned and the mechanism or device by which the information is presented. A program is a series of small logically-sequenced units of information usually terminating in the form of a question.

The concept of programmed instruction goes back at least 30 years to work done by two famous psychologists by the names of Sidney L. Pressev and B. F. Skinner. The modern concept of the teaching machine grew out of work conducted by Dr. Skinner at Harvard on some pigeons that happened to wander into his laboratory. Dr. Skinner found that he could train pigeons to carry out some extremely complex maneuvers, such as playing a modified game of ping-pong. He accomplished this by offering them food whenever they moved as he wanted them to, and by not giving them food when they moved in any other way.

In psychological jargon he reinforced the desired response and the pigeons learned the desired behavior. Applying the same principle to the teaching of human beings, Dr. Skinner discovered that most humans are just as capable of being educated as are pigeons.

A second type of program is taken from an example of a scrambled text where pages are not assigned in sequence as one usually finds, but are intentionally scrambled so that each frame controls the progress of the student through the book. The format is called a branching type of program. It presents the student with a multiple choice response to each frame and each choice leads him to a different point in the program. The respondent has chosen the word "numerator" to represent what actually is the denominator in the fraction one-third, three-thirds, four-thirds, and seven-thirds. In making this selection the student was referred from Page 207 to Page 201 in the textbook. The example illustrates what happens when the student makes a wrong choice. The frame explains to him that the numerator is the top number of the fraction, not the bottom number. It then instructs him to return to the original question on Page 207 and select the correct answer. He does so, makes the correct response, and is allowed to progress in this manner through the entire text. The book starts with what the student already knows, introduces some new information, tests him to see what he has learned, and proceeds from there. In this manner, the student has been branched to a more detailed explanation of why his response was incorrect to the original question.

There are a wide variety of teaching machines on the market today. Names like Minimax, Speed, Visitutor tend to confound and confuse those who are attempting to keep up to date in this field. This variety of machines is designed to aid teaching in a number of ways. I have selected several devices to illustrate the range of applications - from developing simple assembly skills to communicating complex principles.

Our first illustration shows many of the features of the usual teaching machines. This is the Rheem Didak 501 patterned after a machine developed by Professor Skinner. The Didak employs a write-in response and it is quite simple to operate. The question, or problem, appears in the box to the left. After some consideration, the learner writes his answer in the small box on the right. He then turns the knob so that his answer moves up under a glass cover. Simultaneously, the correct answer appears to the right of the question. Note that the glass cover prevents the student from erasing his original response if he finds that he is wrong. All this is accomplished without an instructor. The advantage of the Rheem Didak over other devices is the relative inexpensiveness. The machine is available for about $150.00. Machines range from $20.00 through $200.00.

A second device, developed to teach electronic troubleshooting to Air Force technicians, projects microfilms in such a way as to allow for variations in an individual's learning ability and his previous knowledge. This machine - manufactured by U. S. Industries, and called the Auto-Tutor - can project a variety of frames from the thousands of items stored on microfilm. It has the capacity for storing 5,000 frames. The Auto-Tutor can be adapted to a wide variety of subjects, but is particularly applicable to subject matter that requires skill in diagnosing or solving problems.

A highly simplified but less flexible and non-automatic variant of the Auto-Tutor is the Tutor-Text. The advantage of the programmed textbook is its inexpensiveness and portability. Once a program has been written the cost of reproducing the book is minimal. However, programming costs are not small, a point I will discuss later.

The next device I'd like to describe links the group mode of instruction with the advantages of individual participation and immediate feed-back of results. This device, developed by Corrigan and Associates, is called the Teletest Communication System. With this system, an instructor presents with conventional teaching aids - the TV, slides, or blackboard - the information to be learned by the group. At any point in his presentation he may call for the students to answer a multiple-choice question. Each student has on his desk a small console with five buttons corresponding to the choices presented. If he presses the right button a round green light appears in the small window; if he's wrong, a red square light appears. Answers are recorded automatically on an IBM punch card. Simultaneously, the total group's performance shows up in percentage form on the teacher's console. This gives the instructor an immediate measure of the effectiveness of his instruction and a chance to modify his pace.

Perhaps the most advanced machine today links a computer with a teaching machine and is capable of diagnosing a student's individual quirks and of presenting information geared to his particular needs and abilities. If the student responds incorrectly to a question, and the computer has already been told that the student lacks background and has poor aptitude in this particular area, the machine may then decide to instruct the student in more detail than it might with a more advanced or experienced student.

What are the common elements in the devices that have been illustrated? We can identify the continuous feed-back feature that allows a learner to judge immediately how adequate his response is. Most of the machines are operated by the student, permitting him to progress at his own pace. The devices are versatile, efficient, and flexible. The learner can use them on his own time or whenever time permits. The machines take full account of individual differences in learning ability. Perhaps most important is that the program itself - the real heart of the machine - requires carefully pretested and logically sequenced units of information which virtually insures improved learning.

Having described the range of application of programmed instruction, I am now ready to describe the training program of the future. Imagine, if you will, a supervisory training program with your supervisor seated at home in front of his TV set, on his own time incidentally, responding to questions raised by the TV instructor. His response is being recorded on a precoded IBM card especially designed for mailing to the studio. At appropriate points in the program the instructor presents multiple-choice questions and asks the student to register his response on a precoded card. This student immediately checks his own accuracy and makes a mental note to review precoded assigned readings if he makes any mistake. In this way the assigned readings and workbook materials can be tailored to his specific needs and abilities. On completion of the half hour or so of TV instruction the trainee turns to his workbooks and scrambled text for further study. Once or twice a month he meets with other supervisors enrolled in the program at his company's location. Here he has the opportunity to try out his new-found knowledge and to ask questions of a trained instructor and to hear the reactions of his fellow supervisors. Less frequently he may be invited to participate in an actual telecast, or he can be queried by telephone by the instructor from the TV station with his answers being broadcast to others participating in the program. The anticipation of being called may put pressure on a student to tune in on the educational program. On completion of the program he is tested and given course credit toward an advanced degree.

An example of an application of the techniques described may be found in a recent SRI study which was concerned with overcoming the reluctance of journeyman electricians to involve themselves in a training program and then with keeping them in the training program long enough for them to benefit from the instructors. The study was set up to answer several questions. Among them were: Does the use of a new teaching technique have a more positive effect on learning and achievement than the more conventional means of instruction? Are the attitudes of the journeymen toward training affected by the use of these techniques, and does effectiveness of the techniques vary with student ability?

Ninety-six men were assigned to three modes of instruction. Each mode was made up of two classes which met three hours each week for 18 weeks. The three modes of instruction were: individual self-paced instruction on teaching machines; a combination of machine and live discussion for review purposes; and conventional classroom instruction with the use of audio-visual aids. All three groups were given the same laboratory and outside reading assignments.

Whether the advantages of programmed instruction would carry over into the field of skilled craftsman training where one is faced with a group of men who are physically tired after a full day's work and who may have doubts concerning their own ability to learn - this became the subject of the research program.

An analysis of our data showed that students in the self-instructional mode did only slightly better on a final examination than those in the other two modes. However, those in the automated mode who knew more about the subject matter of the course before actually enrolling in it did significantly better on the final exam than those with similar backgrounds in the conventional classroom mode. Lower ability students also tended to do better in the programmed instructional mode than in the conventional mode.

The self-instructional mode by itself, however, did not result in as high a level of over-all satisfaction with what was learned in the course as did the combined machine and live mode of instruction. All of the students in our second mode said that they would sign up for the same course if it were offered again - a significantly higher percentage than was found in either of the other two modes.

Let me briefly summarize the major implications of these findings. First, programmed instruction worked as well as, or better than, conventional instruction in this adult education course. However, the combined live and automated instructional mode yielded the highest satisfaction for the participants. We hypothesized - and this requires further testing - that once the initial fascination with the gadgetry of the teaching machines wore off, the human instructor would resume his importance. The teacher acting as a discussion leader rather than a lecturer helped to weld the group together and made it a more rewarding experience than that of individualized study. The instructor was in a position to draw out the students, get them to share common problems, and develop a feeling of identification with this training group and a desire to continue membership in it. Such unity was not achieved either in the automated mode or in the conventional class. Over-all, the combined live and automated instruction proved to be a rewarding and non-threatening experience.

Thus, through these examples, you can sense the range of applicability of programmed instruction to education. From teaching simple assembly skills to updating the knowledge of adults in a variety of professions, teaching machines hold considerable promise. Many of you, aside from having a home computer, may want to have a study room much like the family rooms of today where you will have installed your educational TV, your individual teaching machine, and a reference library of scrambled texts. We are currently exploring some of these concepts at SRI. One project being carried out under sponsorship of the U. S. Public Health Service is designed to evaluate the effectiveness of teaching machines in bringing practicing dentists up to date on new developments in their field. Dentists, like many professionals, are busy people who cannot afford to take too much time out of their work to attend refresher courses. Imagine the advantage of staying at home and keeping up to date via the media of programmed instruction.

There are a number of other applications which need exploring. For the teacher programmed instruction offers the opportunity of avoiding repetitive drill and routine teaching tasks. It can effectively end a great deal of the paper correction that is now necessary. It helps to free the teacher for the creative task of teaching that only a human being can perform. It offers an opportunity for the teacher to assess his own effectiveness and to identify those areas in which he needs improvement. It presents the teacher, as it does the student, with an opportunity to keep up to date in his own field of specialization at a time which is most convenient for him.

In passing, I have mentioned one concern in the use of teaching machines, and that is the cost of the programs themselves. For every hour of programmed effort, it is estimated that 20 to 30 man-hours of work are required. Cost may run as high as $15 per frame. There are approximately 60 to 100 frames in an hour's worth of instruction. A number of companies now offer pre-packaged programs in a wide variety of fields. As these become more available they will help to reduce the over-all cost of using programmed instruction.

In brief, the innovations which I have described show real promise. They work with varying degrees of effectiveness in most places where they have been tried. However, they are not cure-alls for everybody. It is impossible to say whether they make sense for your organization without analyzing them under conditions where the cost and effectiveness can be compared with other types of training.

MODERATOR ZELLMER: Thank you very much, Mr. Bushnell. We certainly appreciate it.

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COMMUNICATIONS

(The Golden Key)

Milton Hahn
Professor of Psychology
UCLA

DR. MILTON HAHN: I am Milton Hahn of the Psychology Department here at UCLA and in some ways I am glad I don't have a moderator. I don't know of any problem of communication greater than attempting to introduce someone. The easiest way out, of course, is to say, "Of course, this speaker needs no introduction, Mr. or Mrs. So-and So."

That's a subtle form of communication.

In dealing with communication there are two or three ways to attack it, and I thought perhaps it would be a bit more interesting than a technical discussion if we talked about it in terms of everyday life.

There are some very simple rules concerning communication. Someone once said that the girl is mother to the woman and the boy is father to the man, which is very true. With small children you can learn much about communicating with so-called adults. For example, until a child hits the negative stage you can communicate very clearly at the time the bath is coming up, not by talking about the bath, but by saying, "Do you want the blue or green soap?" The child will figure which one you don't want and take the other, and the bath never comes up. Principles, of course, work with adults in communication.

In a somewhat more serious vein let's take a look at communication. Some place between heaven and 20,000 years ago we emerged pretty much as we are now. Man has been described as the only animal that lasts, but really man is the only animal who has developed a complex and tremendously powerful communication system. Culture and civilization actually are a matter of the quality and quantity of communication. Usually we don't think about how complex it is or how much thought goes into it. We don't think much about it. We learn it gradually and so thoroughly we don't have to.

For example, when I was asked if I would talk about communication some things came up immediately. What kind of audience? Obviously college graduates, many of you with graduate degrees. This, then, set up the coding system as to what level of vocabulary should be used. Also, what kind of jobs. Once that is known, then you have some guides and communications in picking a direction, and the kind of content which one uses. Then the length of the presentation and so on and so on. Other considerations come in and this is all done with tremendous speed.

I personally dislike very much speakers who do not know their topics well enough to speak without reading from paper, so I do not use a paper. This, again, is a deliberate use of communication medium. In fact, it is much easier to write a paper and make sense than it is not to.

Then you are always set for certain other communications. For example, an audience is constantly communicating with the speaker, and vice versa. If you have been to the theatre recently, or have been watching an unusually good movie or television show, you may have noticed that even people with colds do not cough at the crucial points - unconscious communication.

If a speaker detects moving of feet, body movements, he has lost his audience. Communication is very emphatic and very clear. If your audience is leaning forward you have it. If it is leaning back away from you, you are losing it. These are all what we call non-verbal communication.

Let me structure this just a bit more. We use ordinarily verbal and non-verbal communication. If you believe in E.S.P. and flying saucers, all right. There are others. That is up to you. But we do use either a verbal or non-verbal method of communicating ideas and feelings.

One of the amazing things to me is that literature so far is not paying attention to the fact that face-to-face a good share of the time more than half of the communication is non-verbal. In other words, we act out our communications and cover what we really feel, and what we are really willing to communicate, with words. We do not communicate face-to-face primarily with words in spite of the fact that most of us think that we do. For example, and if you will forgive a bit of ham acting, if you are dealing with an interview situation, and you wish to control it non-verbally, the signs of attention usually are feet on the floor and your gross bodily movement forward toward the speaker, and your eye fixation changing every few seconds from one eye to the other.

The authors of love stories are all wrong when they say, "He gazed into her eyes." It is almost impossible. He gazed into her eye and then switched to the other one. If you don't do this you make the person uncomfortable.

When you leave this meeting or when you get home, if you remember, without warning a female of your acquaintance - a fairly good acquaintance - I would suggest you carry on a conversation and look at her hairline or her ear. Time it to see how long it is before her hand goes up, or hands go up, "What is wrong with my hair?" In other words, one of the most potent weapons in communication is eye fixation. If you lock gazes you are expressing hostility. How do you prove that? The next time you go to a zoo lock gazes with an animal. You will have an awful time because an animal will not lock gazes with you if he can avoid it. Eventually, if you keep staring you can keep a locked gaze with a monkey, and within fractions of seconds he will try to attack you through the bars. This is the same principle operating in humans. If you lock gazes and don't shift from eye to eye this is hostility.

Back to posture. If your orientation non-verbally is toward the person, if you use an acceptable eye fixation and movement, then you are showing interest. You are saying, "Keep on talking." If you want to shut off the flow of words from the person break the eye gaze and come back and relax. You are saying, "I am bored. If you must talk go ahead, but I wish you wouldn't," and the flow will cut down.

If you are dealing with a sensitive topic keep the body tension but avoid eye fixation. Turn the swivel chair, but let this ear stick out. You have given the impression psychologically that while you are sympathetic and listening, nevertheless you will not embarrass him by eye fixation. In psychiatry this is the technique much used by those not on the couch. It is a technique used in situations where there is embarrassment or where the other person's feelings are particularly strong.

Along that line, there is a practical piece of advice in communicating with disturbed people. Never let a disturbed person, who is potentially dangerous, stand up. Get him seated above all other things. It is almost impossible to attack or be aggressive while sitting down. You are taking chances unless you get him to sit down. I didn't say knock him down. I said get him to sit down.

In face-to-face communication, even though there is a word pattern going on, you are continually saying much more by your actions and bodily postures and facial expressions and gestures than you may be saying with words. It is a fascinating thing to shut out the sounds on a television set, not only when the commercial is on, but while there is action going on, and try to read the action without words to help you. One of the greatest figures is Charles Chaplin in pantomime. Ben Blue is superb. Martha Raye is one of our funniest comediennes. If you will check it out you will see that it comes from making all actions say one thing while words are saying something else. I love you, while you show all the signs of aggression, all the signs of attack. I didn't get my voice soft enough, but there are actors and actresses who can do this.

You have to have in communication what we call "feedback." In other words, if you don't know from moment to moment how you are being received, or if you have no cues which permit you to judge how you are being received, you get lost very rapidly. One of the simplest demonstrations of that, with which some of you are familiar, is where you talk into a speaker and then - I am ignoring these speakers. Can you hear me without them? - where you are listening to yourself as you speak into a speaker and then they switch it so that the playback, the feedback, to you is delayed a very small fraction of time. You find all of a sudden you can no longer talk. You can no longer hear yourself. You have lost the feedback. You are not picking up cues from what is going on around you, and you become completely frustrated and fuddled. If you have the equipment, and most of us do, try this on yourself sometime. It is a most horrible experience. One of the phenomenon that demonstrates the point beautifully is if you don't have feedback you cannot behave. You are constantly picking up from your environment and from your surround, and so on -- feedback which permits you to behave sensibly. If you don't get the feedback then the communication circuit breaks and you are in trouble.

Now I have used some words here I think we should define because they are important. I just used the word "surround." "Surround," by definition, is everything with which you are in sensory contact without social interaction. People can be present but if there is no social action you do not have a situation, you have a surround. Why is this important? It is important because unconsciously we communicate tremendous amounts of information about ourselves by surround.

Years ago we had very clear identification signs. I don't know whether or not they still exist as they did. Only the president could have chairs and furnishings which were gold and of a certain degree of impressiveness and cost. Chancellors on the various campuses were permitted to use blue. Their chairs were not permitted to be as expensive, and so on. Deans and equivalents - I forget what they did with vice-presidents - but deans were permitted brown. The equipment could be good, but not as good as the chancellor's or president's. Here you had in the surround a situation which identified for you, without a word being spoken, how important the office was in which you found yourself.

Now in these surrounds you can do some other interesting things and you do them unconsciously. A desk is one of the most obvious communication tools that we have in our culture, and as I go on from here for a short time picture your desk. It is a symbol of authority. If you deal with people - never in the University of California, but any place else - who never come out from behind their desks, they are saying in a very loud voice, "I am insecure. I am afraid of you. I am hiding behind the rule book." Not always. They may have sore feet or there is some other reason, but by and large if you never come out from behind your desk you are saying a great many things about yourself. Your most skillful people who use surrounds and symbols in this way do it deliberately.

If you are in an administrative position you have subordinates and you are going to be righteously nasty about something where it can't be helped - always do it behind the desk. Never in a friendly tete-a-tete situation. That is your symbol of authority and you speak with authority from behind it. So a reprimand is always given from behind a desk by an administrator who has a little Machiavelli in his or her makeup.

If you intend to be friendly and warm the office should be set up so there are tete-a-tete chairs away from the desk. When you wave a person to such a chair and sit down yourself away from the symbol you are expressing volumes. You have described the relationship which is to exist in this interview. You have described it beautifully and you haven't said a word.

"We are friendly. There is nothing between us." It is man-to-man or woman-to-woman or woman-to-man or however you want to set it up, but you have removed one set of symbols, a desk, and introduced for communication purposes a completely different atmosphere. Again, you have communicated with the surrounds. The furniture and the fixings are set up so that you can say, without having to say it, "I like you. I am nice and friendly. Let us have a warm, permissive conversation." All of that is said by where you are, where the other person is, and the general setting. You can read people's personality dimensions to some extent by the way the space is set up.

None of you are old enough to remember when Mussolini was quite a figure in the world, but he used many of these nonverbal symbols. For example, it was a long way from the door to his office to his desk, and intentionally so. The farther you had to walk under scrutiny the more uncomfortable you were and the more his status was enhanced. He used a second symbol which was interesting. Those of you who teach may not realize it but most of the time you stand while you are lecturing. Lecturing, by the way, being the weakest possible method of pushing learning. That is why we use it.

You stand while you lecture. Why? Unless it is a very large room you stand because the status symbol always goes to the one who is higher vertically than the others. That is why you have platforms for speakers. Mussolini's desk was on a platform. He not only walked you a long way to knock you down, but he used the symbol of height.

The color scheme is another interesting aspect. If you go to a Beverly Hills psychiatrist you will find usually a not too sombre brown with about the same kind of chairs and decor in most of the offices. In other words, when you enter this office you don't mistake it for a police station. It is a dignified professional medical setting and everything in it says so. It is far more important than you think. A reasonably large proportion of all people work with synesthesia, which is a conversion when they see colors they hear music, when they hear music they see it in color. If you want to see that demonstrated I think they are still showing the movie "Fantasia." The synesthesia is really fantastic. They translate sound into color and if you watch it from that standpoint it is a thrilling experience.

So much then for surrounds, the colors, the way you place your furniture, the atmosphere and decor in which you work. All of these communicate a great deal about you. There is an excellent book on some of this which should be in most college university libraries. It is Ruesch and Kees, University of California Press, 1960, and the title is "Non-Verbal Communication." Don't let the book fool you. It is profusely illustrated, but it has one of the finest and most erudite running texts along with the literature. Without the pictures it would be a book that everyone mentioned, and read only by the few initiates. It is a gorgeous job if you are interested in these aspects of surrounds, color, shape and so on.

We can move, too, to other forms of expression. I assure you I am a political independent and have no designs on affecting the 1964 Congress or presidential races. You will find that people express themselves unbelievably well, particularly since television has come in. At the Gridiron Dinner in Washington last year the toastmaster, who introduced President Kennedy, used this one. He said, "You know Franklin Delano Roosevelt proved you could be president forever. Truman proved anybody could be president. Eisenhower proved we didn't need a president. And Mr. Kennedy is proving it is dangerous to have one." The point I am trying to make is that all of these figures had specialists working with them so that when they appeared on television and in public what they said non-verbally would not detract from what they were saying verbally. Eisenhower is one example - and I think Jimmy Stewart was his particular coach - he had very angular and short gestures. You notice the similarity to the "V" for victory Churchill and Eisenhower used? You are laying yourself open. "I trust you. You are not going to stick a knife in me."

We have done some work the last year or so on this in terms of training professional psychologists where we watch through the one-way mirror and where we set up communicable material so it is not too artificial and both individuals are quite professional. We designate at the start which one is the professional and which one the client. A very interesting thing happens. The professional person tends to use this gesture, "I know the answers and I am going to shove them down your throat." The person playing the client gives you a reasonable facsimile of the small puppy who rolls back and waves his legs. The gestures are open and round and runaway. We will let them run along for two or three minutes of observation and then cut in with the mike and say, "Change roles." It is fascinating to see the one who has been waving his legs go back to doing this, "I know all the answers." The other person starts doing the waving. The communication that goes with the role you are playing you have learned so well and so subtly over the years that you are completely unconscious of the fact that you are constantly trying to make your non-verbal behavior agree with your verbal behavior.

Some of the most frightening experiences I have are with people who need feedback so much - now I am striking home at some of you - that when you are driving a car and say something you must see the face of the person on the other side of the front seat because you must have the feedback and God help the person coming against you.

Or start a serious interview between two people face-to-face, then say, "Stop," and take them into separate rooms and make them finish on the phone. You have lost your feedback. You have lost your cues.

The interview is the most invalid, most unreliable instrument we have in psychology. The person doesn't live who can consistently prove himself a good judge of other people by seeing them. Everyone thinks he does, but we have so many old experiments on this I don't think you have to do it again. For example, way back in the '20's General Patterson went to a national conference of leading personnel administrators. He asked a question of the group, "Can you judge what people are by seeing them or from their pictures?" About 80% said that they could, some being very emphatic, and some reasonably assured. He then gave them a group of 25 pictures of women and said, "Arrange these in order from the most to the least able and dependable. Sixty-five per cent put in first place a charming young lady's picture who happened to be an inmate of the Feeble-Minded School at Fairmont, Minnesota. Seventy per cent took one of the outstanding scientists in the last fifty years and had her in last place. So many of us are so sure that we must face the individual we are conversing with and make these judgments no matter how much our reason tells us it is a waste of time. I have been interviewing professionally for more years than I will tell you. I have even written books about it, and today if I can have a one-hour interview I can tell you one thing - the other person has one or two heads - and not much else, unless I slip in concealed oral tests. You can't be comfortable unless you can try to read the other person, and yet in a personnel situation where you are selecting or dealing with people you reduce the validity and reliability of your judgment to a remarkable extent if you see the person face-to-face. You do a much better job from the record. If you have the test scores, past achievements, and all you judge far better than if you have them and the person. You don't have to believe me. There is quite a bit of evidence on this.

One of the commonest complaints of students when you try to operate this way is, "Why that old such-and-such wouldn't even see me to talk to me." Actually, they may pick up a beautiful negative halo if they are seen. Enough of the vagaries of the interview situation.

Let's take a look at a term that makes me wince every time I see it, and it is in your program. I read "Dormitory Counsellors." This is a beautiful example. Actually, I like the English use of Proctor much better because the American Personnel and Guidance and the American Psychological Association try to give counsellors minimum special work. Years ago we had janitors. They were paid less than teachers. They were nice people who did a good job and everything; then they became Maintenance Engineers. They do less work and there is no difference, but we have debased the semantic. I cringe when I hear about the exceptional child. Then you say, "What does that mean?" That means everyone from nephew Oscar who sits in the corner and drools to Einstein when he was a child. These are all exceptional. You hurt somebody's feelings when you say "handicapped." We have taken a perfectly respectable and meaningful set of symbols and for reasons I understand, but with which I do not sympathize, we have destroyed a word with meaning.

There are two things I would like to say as I draw near a close. One is that years ago I found out if I talked over forty minutes I started repeating myself. Secondly, a very wise and older colleague once said to me, "It doesn't make much difference what you will say and how bad it is as long as you are brief."

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FINDINGS OF RESEARCH ON HIGH-RISE BUILDINGS AND COMMISSARIES

Moderator: Jack Kemper, Principal Food Service Manager,
University of California, Berkeley

Speaker: Byron Bloomfield, Director, University Facilities
Research Center, Madison, Wisconsin

MODERATOR KEMPER: Good afternoon, ladies and gentlemen. We are gathered here today to discuss the Findings of Research on High-Rise Buildings and to see slides.

The relationship between ACUHO and U.F.R.C.A. came about because we had a considerable number or research items which we thought were serious enough to warrant spending some money to get them down. So, with U.F.R.C.A., we went ahead. ACUHO put up $1,000.00 for each of these two projects which will be discussed today. Mr. Byron Bloomfield controls the expenditure of funds and in pretty much the end result of what is going to come out of this study and research that was done during the past year on these two projects. With this, I will turn the meeting over to Mr. Bloomfield, Director of the University Facilities Research Center.

SPEAKER BLOOMFIELD: I thank you very much, Jack. Mr. Kemper has pointed out that two projects have been under way for some time now, which involved ACUHO and University Facilities Research Center jointly. We have had contact and direct participation from nearly thirty ACUHO members on these two studies. In general, this involved a minimum of at least two days of effort on the part of these individuals, and I think it is a real credit to our organization to say that every single person that was invited was able to attend these sessions without remuneration to himself and put in at least a minimum of two days intensive work. I know that all of you are fully aware of how hard house directors and food directors work, but I sometimes wonder if you are aware as to how important you are. We recently had some data that came from the U. S. Office of Education. It was in response to an inquiry that we had sent to them trying to find out what percentage of the total investment, dollar investment in education facilities in the United States, was vested in higher education facilities. The report we got back from them was that at the present time about 25¢ out of every dollar received on behalf of the public in educational institutions in the form of elementary schools through secondary schools and colleges, that about 25% was allocated or vested in higher education facilities. In the future, we can anticipate this percentage growing to the nearly 50-50 percentage figure based on anticipated enrollment of percentages of high school graduates who will go to universities. Those are round figures, but it should be somewhat impressive, because you people, at the present time, represent about 50% of all the expenditures for university facilities. This is in the form of housing and dining facilities. We have problems now, and it looks as if they are going to be bigger in the future.

The status of these two studies, one on high-rise or low-rise housing, and the decision as to what type of housing will be built on campuses, is now pretty well nearing its final phase. The other study that is under way is on central food stores facilities, and that is anticipated to be finished and distributed prior to the end of November.

With that, I would simply like to introduce the two other people who are here. They are both from the architectural firm of Perkins and Will, and are partners in the Chicago office. The firm of Perkins and Will was chosen on our part to handle the architectural implications of high-rise and low-rise housing on the basis of their earliest recognition and educational work in the elementary school field. Then, it branched into secondary work, and more recently, have had considerable work in higher education-housing in particular.

So, with that, I would like to turn the program over to John Boyce, and let him proceed with the summary of the high-rise, low-rise study.

MR. JOHN BOYCE: Thank you. Good afternoon, ladies and gentlemen. You can judge by the screen that we are going to be showing some slides. This is somewhat of a crutch perhaps, but these slides are black and white slides of illustrations that will accompany the text in the publication that will be made of the report of low-rise, high-rise residence halls. You might be interested to see the illustrations. We can run through them rapidly.

When Perkins and Will got the assignment to do a portion of the study related to the high-rise residence halls, we were pleased, and we were flattered. We were immodest enough to think that perhaps we were selected because we were qualified. This is a field in which we were knowledgeable. After all, we had done more than a few residence halls, low-rise halls, and have designed high-rise buildings as well.

Our first meeting with Byron Bloomfield gave us an outline for the study. It bowled us over. The outline was rather impressive, a two-page document, with divisions, Roman numerals, headings, sub-headings, and sections under those. We were quite sure that we could simplify this outline.

MR. BLOOMFIELD: It came from the ACUHO Housing Committee.

MR. BOYCE: The ideas we thought we were bringing to it we later found were not valid. This largely is the result of a questionnaire conducted throughout the country from institutions using high-rise buildings as well as the two-day conference in Chicago of the thirty representatives from ACUHO.

(Black and white slides of high-rise and low-rise buildings on different campuses.)

In summary, may I say that high-rise buildings or low-rise buildings, either one, can be good living if you work together and make it so. You can do most anything you want subject to the limitations of the local requirements and policies of the institution. I would like to take a little exception and say let us not let what you can do be limited by the local problems, but rather, be stimulated by the local problems, and do the most you can by the creativity in low-rise construction. Let us have creativity in high-rise residence halls. Thank you.

MR. BILL BRUBAKER: As you know, we are in the process of writing a book with Byron, and this should be done in the next couple of weeks. Therefore, we consider this session today as a workshop session, and we hope that you all will contribute anything that you know about that you are doing that will be valuable for this kind of a study. We will have dozens and dozens of specific illustrations, and the only thing that worries me is how many things are you all doing that we don't know about. If you would like to make some contribution to this study, I hope you will let us have some sketches, plans, statistics, etc.

It seems to me that in America we do have a wonderous variety of residence facilities. We really have a melting pot. That variety is good.

MR. BLOOMFIELD: Thank you very much, Bill and John, for your interesting slides, and for covering everything so well and so quickly. We will move on now because we only have a few minutes before this session is over, and I am sure that there are questions about either of the two studies.

I jotted down some brief observations that would be observable on the industrial food store study, and some of them I will bring up at this point, because this is the kind of study you must see in publication form rather than hear about it in a hearing of this type.

The original premise of the study was to answer the question of just how big should a university be or a college be before it should consider the establishment of an industrial food stores operation. While there was a very, very rough agreement that somewhere around 1000 students being fed would be a possible time to consider it, we found that there were so many factors that this simply could not be stated, and each is peculiar to that institution such as the location and the relative ease of market supply of products.

One of the things that came as news to me from the housing directors was the fact that girls eat as much as boys. This I did not realize. I understand that they do but they have a tendency to eat slightly different food.

Another interesting thing was that in the material handling business, if one can realize a saving, of being able to reduce the manpower by just one man to operate a facility by laying it out well and making it efficient, that saving, in wages, can equal or surpass a $100,000.00 investment in the building itself. In other words, you could spend that much to save one full-time workman. The industrial food stores also has a highly significant relationship to academic departments of the university, and this is aside from the economic issue. It was news, apparently, to many colleges and universities that they can buy direct and save dollars on costs which can justify the storage of food stuffs. The question was asked, "How many temperatures are needed in food stores operations?" We find that that varies from as little as three different temperatures to one institution who has an industrial food stores operating with eight different temperatures inside a building. Now, the future implications of trying to design for the future are just about overwhelming, but I believe the general conclusion can be indicated as representative of the minds of the individuals who were there. One was this, that you must design a new facility for the problems as they exist today. Solve the problems that you have now, but do it in such a way that future flexibility can be provided in that installation, in the form of future additions to handle the future growth and activities of the industrial food stores, the possibility of re-allocation of freezer space at a later date due to change in food storage and food processing, and storage techniques.

If you can draw a moral from what we have done to date, it would be this. That gross savings by simply building a very fine industrial food stores building cannot be achieved just because you have built a fine food stores building. It needs a highly skilled manager. With a good deal of operation latitude in his activities, and the kind of person who enlists the cooperation of personnel in the food service units of the institutions, a good manager cannot represent the savings that are possible for an institution if he does not have the facilities which can be operated efficiently.

Now, if I may, I will close with that and you can open the discussion up for questions on either one of the studies.

MR. CLIFTON FLATHER, Dormitory Authority, State of New York: I have been interested in some of the research that is being done on high-rise buildings. I know that all research is not final and not complete. We are doing quite a few high-rise buildings, and we are experimenting considerably with shapes and sizes. We are now doing a $7,900,000.00 high-rise building. We did a lot of research on our own for the simple reason that there wasn't any available at the time, and we were most concerned with elevators as elevators related explicitly to high-rise dormitories. Our findings do not seem to coincide with some of the statements that were made here this morning. We telephoned and wrote to and visited people all over the country about dormitories, about high-rise dormitories. I think that many of you that have high-rise buildings will agree with me that elevators become a roadblock to efficient operations. The result we came to was that you should use at least one elevator for every 125 students. This was borne out by the desires and the wishes of many people; so, when we were bidding some of our high-rise units or getting them ready for bidding, Otis and Westinghouse and some of the major elevator people came along and said that we were way off the beam; that we did not need one elevator for every 125 students. They told everybody this. We were, as usual, a little bit dumb and a little bit stubborn; so, we asked them to send their engineers up to our office, and we went into this thing in great detail. We said, "Have you analyzed your statements in relation to what we believe on the basis of the maintenance of a high-rise building?" I said, "Don't forget. You are not talking about a hotel where I have lateral maintenance. You have cleaning machines, you have personnel that are working laterally. They are not using their elevators for their maintenance. When you get into the average dormitory operation, you are going to find that the cleaning staff are carting stuff up and down the elevator all day long." So, after they went into this thing with a lot of interest and with a lot of amazement, they finally agreed with us and came to that conclusion. That was the New York office of Westinghouse and Otis.

So I do think that maybe some more research ought to be done. We have also found some amazing things. I have some figures in my briefcase for anyone who wants to know about square buildings versus rectangular buildings in relation to high-rise buildings. Some interesting things came out in some of the study that apparently haven't come out in anything that we have had an opportunity to see yet. I am sure from what was said here that further studies on elevators are needed.

MODERATOR KEMPER: Thank you very much. I am sure the three gentlemen who made presentations today will be anxious to see your information.

MR. BOYCE: In the manuscript we found we had better avoid laying down any dicta because, as you found, anyone who says this is what you need, without having worked with you on specific problems, may mislead you. In a survey of forty-one institutions around the country, some reported excellent results and as being very happy with the elevator service. Others were unhappy with a certain number of students per elevator. There are so many factors. You cannot take for granted what the various institutions have reported.

MR. WATTS, U.S.C.: Is it feasible to start the elevator at the fifth or sixth floor?

MR. CLIFTON FLATHER: In all our high-rise buildings, we are putting walk-ups for the first three floors just like any other ordinary building. We are putting a special central stair in each high-rise building where the students on the first three floors can walk up and not use the elevator. That takes off considerable load from the elevator.

MR. BILL BRUBAKER: You can have the elevator stop at the lower floors, but have it stop only on a key operation on the upper floors.

One of the things that seems to be significant is what kind of dining service do you have? If you have a sit-down dining where everyone sits at once, it is obvious that 5:30 is the biggest rush on the elevators. On the other hand, if you spread out your dining, you may eliminate that particular peak. So, there are many things to be considered.

MODERATOR KEMPER: I am sorry, ladies and gentlemen, but our time has run out. I am certain that our gentlemen from Perkins and Will would welcome any assistance, even though it would appear to be last minute assistance, on the high-rise, low-rise facilities study. Thank you.

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WHAT APPROACH TO DATA PROCESSING FOR RESIDENCE HALLS?

Moderator: E. Howland Swift, Residence Halls Administrator, UCLA

Speakers: Courtney Cornet, Office of Finance, UCLA

Jack McGregor, Data Processing Division, University of California

Fred Hintz, Associate Director of Residence Halls, University of Wisconsin

MODERATOR SWIFT: In order to explain what we are doing here at UCLA, I brought our statewide expert, Courtney Cornet, who is in the office of the vice-president of finance. He will give you information about different approaches and about data processing and what the drawbacks are. We also have Fred Hintz from the University of Wisconsin.

MR. COURTNEY CORNET: The services for UCLA and Davis fall into five categories. First is the makeup of listings to aid in assigning rooms in various halls. The second is to produce labels or strip inserts for desk directories, switchboards, mail boxes, etc. The third is to head up or address a supply issue and meal ticket. The fourth is to head up account cards and print out total semester receivable on these account cards to eliminate this terrific typing job which has to be done in a limited time. The fifth is a list of all sorts of records for the various purposes on the campus.

1. Room assignments. What we do at Davis is to make alphabetical listings of students assigned to a particular hall. Those lists are returned to us,. and we key punch them into the individual card the number which has been entered opposite his name on these lists. When that number is punched into the student's card, we then manipulate in various manners to produce different types of listings. At UCLA we take a different approach. We make up a room assignment worksheet for the housing office. This room assignment worksheet shows under captions and different categories this information: It shows re-admitted students requesting re-assignment to the same room; it shows re-admitted students requesting room and roommate; it shows re-admitted students requesting room only; it shows applicants requesting specific roommate only; it shows applicants who object to smoking and late study; it shows applicants who object to smoking, but do not object to late studying; it shows applicants who object to late studying, but do not object to smoking; it shows applicants who do not object to either smoking or late study.

The columnar captions are as follows: Room assigned, room requested, name, whether new or returning, priority number (optional), roommate number (optional), "Yes" or "No" in relation to smoking and late studying, sex, class, college major, resident of state, non-resident of state, home location. All this is in the one report which goes to the assigning office. So much for room assignment.

2. Labels or strip inserts. I believe at Davis we do not plan to produce any of these. At UCLA we will produce these for the large mail boxes in each hall, and for the desk directories.

3. Supply issue and meal tickets. We are doing this for both campuses, and this is a dual card. One section is for the supply issue on which is printed the following captions: Sheets, pillow cases, and waste baskets. The other part is a meal ticket which is a stub on this I.B.M. card. On both of these we print the student's name, the hall, and the student number for identification purposes.

4. Account cards or semester charges. At Davis the cards are listed alphabetically by hall, showing meal and room charges for each student as well as total semester charge per student. It will show a total of the room receivable for the hall and a total of the meal receivable for each hall.

At UCLA what we are attempting this fall for the first time is to head up a continuous form account card, an NCR card. This card shows the student identification number, hall and room number, as well as total semester charges consisting of room and board, social fees, and telephone service charge.

MODERATOR SWIFT: We are going to put the first credit of $120.00 and the first payment on it. We are also going to print a balance.

MR. CORNET: After these are listed, they are burst and detail postings are made during the semester by the NCR register.

5. Directories. At Davis, we will make an alphabetical directory within each hall. We will also make an alphabetical directory within each sex for all halls. We then will make a directory by room numbers within each hall.

At UCLA, in addition to the above, all hall directories will be segregated by floors. As you know, they have co-educational living. We will also list the telephone directories by hall and then an over-all telephone directory for all students living in residence halls.

Everything we have done in data processing has changed at least three or four times. We do think that we will be able to help UCLA and that we have helped Davis to relieve some clerical chores. I would like to suggest certain bench marks or criteria you can apply to your programs. This isn't all-inclusive, but there are certain basic things that you have to think of. First, I would say the general term of economics is a consideration. In other words, how much is it going to cost you to do this by machine versus doing it by manual methods? One of the things that we see frequently in the university is that it is natural for people to feel that when they have an overload of clerical work they will shove it off onto a machine. This is one of the biggest mistakes you could possibly make.

Applications being considered for machines should never be approached solely with the thought in mind of shifting a task merely to relieve a clerical overload, nor with the thought in mind that conversion to machines per se will solve a garbled and poorly-designed system. Many times merely converting a function to machines will cost considerably more, and the results will be disappointing. We find that approximately 80% of our time in planning a EDP application is devoted to self-analysis by operating personnel in planning. Only 20% is required for the machine instructions or programming, testing and documentation.

You might consider under the term of economics if a one-time or once-a-year report is going to result in key punching costs equal to or higher than typing or manual compilation costs. Costs consideration should not be governed strictly on the basis of eliminating "X" number of clerks or realizing cost savings immediately. Rather, you should decide whether increased frequency of reporting or increases in volume can continue to be handled without a corresponding degree of increase in clerical costs.

Second, another criteria in considering using machines for processing is illustrated in the multiple use aspect. If you can make one entry into a card or tape and by merging or sorting or deleting or adding without too much effort you can use this for multiple purposes, this is the direction you should take.

Third, another criteria is large files and what the frequency of inquiry to those files is. For instance, any of you who has had any experience in the maintenance of address files knows what the turn-over in frequency of change in those files is. I think it is estimated to be 33% to 50% turn-over in a year in an address file. Then, the question comes up, "How frequently do you have to up-date that?" In other words, what is your frequency of inquiry to that file? An address file is generally used at rather scheduled times - once a week, once a month, once a year, whatever. So, it really doesn't matter how often you up-date that file as long as you up-date it before you are going to use it. However, if your address file is used on a daily basis, you should talk to the machine people to see whether it is economically feasible to convert.

In addition to these criteria, of course, you need to consider the policy of your institution.

Sometimes the analysis by machine or reports do not have any apparent dollars and cents pay-out, but they are required by top management and can be obtained in no other way than by machine. Or, large volumes of data may be involved which must be assembled, associated, compared, sorted, merged, tabulated, or listed in a short period of time so that EDP is the only alternative.

The fourth and last criteria to consider is whether information would be otherwise unobtainable. This is self-explanatory and ties in with the remarks on the policies.

The above factors must all be brought to focus on your own individual problems with objectives clearly defined and with an unlimited amount of experience, judgment, and common sense applied. The important thing is to remain objective.

MODERATOR SWIFT: I now turn the discussion over to Fred Hintz.

MR. FRED HINTZ: I know some of you attended the meeting at Wisconsin last year where we had a session describing our system in detail. If you had a copy of the minutes of last year's meeting, you would find in there a list of the equipment we have, and just what we plan to do in the future. This covers the detail of it; so, I won't go into that. I thought you might be interested in knowing how we approached the problem of deciding what kind of equipment to use.

In 1958, we were faced with the problem of doubling our residence halls' capacity. We were, at that time, using an addressograph machine in connection with our Burroughs accounting machine, and we were producing all of our records from this. As we looked ahead to increased volume of clerical load, we recognized that we would have to add employees simply to take care of the volume of work that we would have in the next year. We were concerned with both the time and the number of employees we would have to have handle this additional load. So we prepared a prospectus of what we did, how we did it, and included sample forms, complete descriptions of all the operations that we were performing, listing what applications we thought could be applied to machine accounting, and what things we wanted to accomplish by machine accounting. We then prepared sample forms completely filled out showing exactly what types of information we needed on these forms, and we sent this to all of the machine representatives in our area. We asked for proposals as to what they would suggest to try to solve our problem. We actually received only three proposals. I am suggesting this as a possible approach, because I am sure that some of you are considering going into machine accounting, or you wouldn't be here. This is only, of course, one way to do it. In our particular case, there was perhaps more reason to approach it in this way than some others. We have our own accounting department in our residence halls division. We have our own cashier. We have our own personnel department, and we do some of our own buying, although it is directly done through the purchasing department. Therefore, we felt a need for keeping within our own office as much of this operation as we could. We feel that by going to machine accounting we did save the cost of our machine rental in clerical help. Many machine representatives do not pretend that they can save you clerical help. In our particular situation, it has worked out this way. I do agree that you should analyze very carefully what you are doing, how you are doing it; whether you need to do it or not is very important. We did this, of course, in preparing this prospectus. We were able to eliminate some of the things by the very process of listing what we were doing. The system that we have is not as sophisticated as the one that Courtney has described to you here. We are using punch-card equipment basically with a form of accounting machine. We have our own card punch verifier, interpreter, sorter, and so forth.

We prepare our room and board contracts on the I.B.M. 407. We prepare all the bills for residence hall students. We bill four times a year on a quarterly basis. We prepare all of our apartment bills which are for about 1,000 apartments on a monthly basis. We run our meal tickets for residence hall students on this. Our student payroll, our accounts receivable detail control, and our assignments are handled with I.B.M. cards, but actually, it is a manual system. We are doing our assigning manually. We do prepare I.B.M. cards to handle this. We make the assignment. We simply pull out a space or a room card which has information on it about the room, telephone number, the price, and everything that is related to it. We match these, then, and they go to the I.B.M. department for processing. We run our residence halls' directory on this. We run lists of grade point averages. We prepare name and address cards for the use of our hall desks. We also prepare other addressing which is used for sending information to the parents or to the students themselves. This is a fairly simple system. It has worked well for us. There are all kinds of varieties on this. Whether you should use university equipment or whether you should try to have your own equipment will depend a great deal on your particular situation and what you want to do. I do recommend, though, that if you are going into this, you try to get someone that can spend quite a bit of time on it. You are the one who has to find out whether the equipment will do what you want it to do. Spend time trying to analyze exactly how this will work in your operation. Unless you have the time to do this, you can get fouled up in an operation. We went into this very fully. We started out with only a few applications. Although we had thought through the other ones, we started out actually putting only a few things in the first year. As we got the bugs out of the system, and worked along, we added more things. We are still adding. The equipment is operating at full speed, or relatively high efficiency at this point. We can do a lot more on it as far as the equipment we have. We can expand our operation without additional equipment, mostly by use of additional personnel.

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TRIMESTER-IMPLICATIONS FOR COLLEGE HOUSING

Moderator: Dr. Harold Riker, Director of Housing, University of Florida

Speakers: Miss Edith McCollum, Florida State University

Mr. H. C. Rodgers, University of South Florida

MODERATOR RIKER: Good morning, ladies and gentlemen. I would like to introduce to you our panel. Miss Edith McCollum is Director of Florida State University, and she brings with her a world of experience in student housing.

Mr. Andrew Rodgers is from the University of South Florida. He started with the University when it opened as the Director of Procurement and Acting Director of Auxiliary Enterprises. Most recently he has been appointed Assistant Business Manager.

I am Harold Riker from the University of Florida where I am Director of Housing.

I imagine most of you are here because your institution is going on the trimester system, and you would like to find out what you are likely to encounter.

I wish to call your attention to two publications that deal with the trimester system. The first, put out by the Fund for the Advancement of Education, is called THE YEAR ROUND CAMPUS CATCHES ON. This report by Sidney Tickton, indicates that at the end of 1962 some forty institutions had embarked upon a system of year round operation.

The second publication is called A NEW TRIMESTER THREE YEAR DEGREE PROGRAM and is put out by the Institute for Higher Education, Teachers College, Columbia University. Earl McGrath, former Commissioner of Education, and Thad Hungait are joint authors. This book, I think, supplies quite well the major ideas upon which the trimester system is based. There are three.

The first is that the only way in which colleges and universities can hope to meet the flood of students expected for the next ten years is through an accelerated academic calendar. Second, one of the sensible answers to the shortage of teachers is greater utilization of the services of the existing teachers. This includes those who will be added to the labor force, so to speak, which, as this book points out, will be completely inadequate to meet all the demands under our current calendar system.

The third idea is a more economical use of the physical plant. Here, again, is the feeling that the needs of higher education cannot be met by the American society unless greater utilization of the physical facility is accomplished. The number of dollars amounts to roughly a billion dollars a year for the next fifteen years. This is only one figure. There is a report that one western inter-state commission study indicated that the instructional plant was used as little as ten hours a week. In terms of capital outlay, the requirements might be cut by as much as 25 per cent with a year round academic calendar.

It is the conclusion of this report that a year round calendar is inevitable.

With the University of Florida and the others in this State system, the academic calendar is roughly as follows: The first trimester is from September 1 until December 20. One of the advantages of the trimester system is that the first trimester ends before the Christmas holidays.

The second trimester begins on January 2 and concludes on April 20. The third trimester begins on April 24 and runs to August 10. There is no Easter holiday.

For impressions of this operation we will start with Miss McCollum, who will describe some of the problems that have been encountered in operations and student and faculty opinions and reactions.

MISS EDITH MCCOLLUM: Our faculty has complained long and bitterly. I asked the Dean of the College of Arts and Sciences on our campus for his reactions, and what he knew of the student and faculty reactions. He thinks that the faculty reactions are extremely strong because they feel that in the process of making this shift their salaries were not adjusted properly. In the departments where he has been able to make adjustments and give them more time for research, the criticism of the trimester system has greatly decreased. Some of us on the administration staff whose salaries have not been increased either, feel that they were well dealt with. Nevertheless, they have strong and vocal reactions to it. Some of it has been unfortunate, I think, because the Legislature has handed down this edict; and the better and sooner we make it work, the better off we will all be.

The student reaction is as widespread as that of the faculty but not quite so vocal. The freshmen, who have never gone to college on any other basis, have just gone along and done what was expected of them. We find that the better students do not like it because they do not have the time to do all the extra work that they would like to do to enrich their courses. The poorer students are having a real struggle to keep up. The average student accepts it and goes on about his business and is doing an average job.

Our study of grades, made at the end of the first trimester, shows that there was practically no difference in the grades over the previous semester. The grade span is almost the same in each group. Our standards, if anything, are a little higher so the students are able to do the work, but it means that they cannot waste any time. They say that if they drop a pencil they can't ever catch up again with notes in the class.

There are many complications as far as housing is concerned. We are finding it brings us more money since our rates are the same for a trimester as they were for a semester. At the same time there is no differentiation in cost. At our institution we had our residence halls 38% filled in the first summer term and 56% in the second. This means that our income from the summer session plus our conferences will be more, while our operating expenses will not be too much greater than in the past. There must be some additional staff, but you have to keep some of your staff anyway so that we should be in a better financial position.

We anticipate we will have a larger percentage remaining for the third trimester. Our emphasis in the beginning was to encourage students to stay for the summer sessions and housing was used as the whipping boy. We put a premium on choice of room for the fall for those who came to either or all of the third trimester. At the end of the second trimester, you make assignments for the fall trimester, for the summer session or both, and this creates confusion.

We have been very slow in making assignments. We are going to have a great deal of trouble with choice of roommates, where one roommate came to the summer trimester and the other did not. We have had correspondence about this all summer long. I expect that we are going to have a complete turnover of the fruit basket and we would have no way to control it except to say that nobody can move, which would be tantamount to revolution. I expect that come September we are going to undo three-fourths of the assignments. We tell the students to see a counselor when they comeback and see if an adjustment can be made.

The summer sessions caused us considerable difficulty because of scheduling overlap. We assigned everyone who was coming for the whole of the third trimester to certain buildings, which were not disturbed by the summer sessions.

Summer students could enroll in one of three ways. They could enroll for the complete trimester or for the first term or second term. We did this because courses were organized this way. Some courses were organized for the whole trimester, others for only half of a trimester. One of the reasons for this is that the school teacher returns for the second term only to tie in with the end of the public school year. We have been promised that within two, three or five years this will no longer exist. It will be a third trimester with a summer session superimposed upon it.

Repairs and alterations are problems when we increase the number of persons who occupy our buildings during the summer. Every year, at least, we will have to take one building out of any usage at all for major repairs. Some buildings will have to be taken out of usage for a portion of a trimester for semi-major repairs such as redoing electrical and plumbing systems. This will also force us into using fast drying paint that will allow us to return the students to their rooms the same day. There are many types of repairs that cannot be made while the student is in the room. These give us problems, but I do not think they are insurmountable if we bring our ingenuity to bear on them, and if students recognize the fact that it has to be done.

The third trimester is also going to mean an end to conferences. This is going to be a bad day for public relations.

I have felt that the third trimester brought our biggest problems. I do feel, however, that we can work out these problems. It will mean employment of extra staff in the office, and I think we have to cut down on some of the finer points of how we do things.

MODERATOR RIKER: Thank you very much, Miss McCollum. Mr. Rodgers will now give us some ideas from the overall point of view of the Business Office.

MR. ANDREW RODGERS: We are a very new university. We just opened the doors in 1960, and we only have about $13,000,000 worth of buildings now. Our enrollment was 1400 in 1960, and it was 3700 this past year.

The reaction was rather negative at first, mostly because of the tightening of examination periods, and not being able to study and build up for them, but the graduation acceleration and the various employment opportunities that have developed have changed that considerably. In Florida the tourists come in the winter; and if the students can drop out during the winter trimester, they can get good jobs, which they cannot get in the first or summer trimester.

We did find in the first two years of the trimester system that the behavioral problems and the destruction problems seemed to be less.

The students do not have time for destruction. They have to study. They have had to change their study habits. I had some students working for me who were 3.5 and 3.7 honor students. The first trimester dropped them down to 2.5 and 2.7. They shifted study habits and worked with their counselors and advisors, and they were right back up the second trimester. However, the system calls for a considerable lessening of extracurricular activities.

All of our buildings including the maintenance shops are air conditioned. We proved to the State and the Cabinet that it was cheaper to build air conditioned dormitories than it was to do otherwise. It means that the student can use his room for a study place because the doors can be closed, the windows can be closed, and then there are no outside disturbances. The air conditioning is individually controlled.

One of the problems that no one had anticipated concerned the officers of the student body government. They ran for two trimesters usually, or two semesters, but with three full trimesters we had a problem. After several difficulties we now have a president pro tem for this third trimester. The Dean of Students is trying to work something out in regard to this but it is a real problem. This is true with residence halls officers as well.

The faculty reaction at first was very negative, especially about the pay rate. They were to teach considerably more, they thought, and only get a straight 11 per cent increase, which was for the purpose of adding the extra two months. Then if they taught a full year, there was another 20 per cent added on top of that; unless, of course, they went to a 12-month contract, which only added 10 per cent.

Some of the faculty chose the 12-month contract because they knew they were going to be paid 12 months. As far as hours were concerned, this past trimester, everybody was paid three-quarters time; and a few in some specialty areas were paid full time. The faculty have had to adjust their teaching habits and the students adjust their study habits.

We are using a new technique in the presentation of teaching material, and beginning this fall the whole campus will be on closed-circuit television. This is a considerable investment, which the Legislature has agreed to.

As for the staff, they really think that happiness is the trimester system on somebody else's campus. Everyone works on New Year's Day. The whole staff has to be back on Labor Day also, particularly in the auxiliary areas - housing, bookstores, etc. This has created some dissatisfaction because in Florida we are not permitted to pay for overtime. We have to give compensatory time off. With three trimesters, giving compensatory time off is getting more and more difficult. So it means hiring more staff to keep things smooth all through the year.

Another area of considerable difficulty is our preregistration conference which is called orientation on most campuses. It lasts two days. This necessitates a dual use of housing and office space for counseling on Saturday and Sunday and has created quite a problem for us.

There will have to be some reworking or regearing of our space scheduling. On our campus all space - residence halls, the lounges in them, the classrooms, auditoriums, dining rooms, etc. - are assigned to one office, the Office of Coordinator of Schedules and Space. We are having to use our plant to its capacity.

For example, the professor who likes all of his classes from 9:00 to 12:00 is out on our campus. This should be no great inconvenience to him because all the rooms are air conditioned and he does not have to worry about that west side room at 3:00 o'clock in the afternoon on a hot July day, but we still get some complaints on that. We are getting, we believe, the maximum use of the space and of the plant by coordinating all this in one office.

For the third trimester we expected a 30 per cent increase over the previous year. However, we got a 97 per cent increase for the third trimester alone. Actually from full time and part time students it jumped 400 per cent.

In our housing operation we received above a 50 per cent increase, which helped our residence halls. They are all run on a contract basis for food services. Going to the trimester system has been, we believe, the financial salvation in our housing and food service area. We are almost so completely self-supporting in this area that in a $5,000,000 housing and food service plant we received $145,000 total from the State. The rest is borrowed money, except for furnishings.

For furnishings we put on a campaign, Dollars for Dorms, and the local people in the Greater Tampa Bay area donated the money. There were donations from 50 cents to $2500. There are many students in the high schools who feel that they have an investment in the university because they contributed. We furnished our first two halls from these donations and had a little left over for the third hall, and we had asked for Dollars for Dorms only for the first hall because we had hoped to get the rest of the money from the State.

Our income for the summer period was expected to be a 32 per cent increase, but the actual gain was 400 per cent. At the same time, our cost of operations for the trimester 3 only was a 48 per cent increase in cost. We have to keep the air conditioning on all summer, whether the buildings are occupied or not. We tried closing those not used the first summer, and everything mildewed.

Another change of procedures was the clerical and assignment work. From the beginning our assignments have been by IBM machine. We have had the 1401 machine, and we will get the 1410 this fall. We thought it had worked well until we were faced with this trimester system and then we had to restudy it. Now, twenty-four hours ahead of check-in time, we cut off the IBM machine and we wait from three to eight days before we start the feedback. We have all of our assignment lists within twenty-four hours.

The main procedure that we changed was our student food service and housing contract. We do not have a semester contract now. If a student comes for trimester 1, his contract shows the total amount for housing and food for the whole year. Then, we show the installments that he pays for the whole year. There are some students who need a further breakdown, and need to pay in lesser installments. They may do this only after personal interview and correspondence with the parents.

If they are going to withdraw in trimester 2 and they advise us thirty days ahead of time, they have no obligation. They can withdraw for trimester 2, but if they come back for trimester 3 or 3-A or 3-B, the previous contract is still in effect whenever they reenter, whether it is January 1, December 20, or April 1, until August 10. This has cut down a considerable amount of paper work and makes it fairly easy to administer because our IBM can pick up wherever the cutoff is.

We have another process that discourages students from shopping around. We have a $40.00 non-refundable deposit on housing and food service, which applies to the last payment. It is applied to trimester 3. The IBM machine automatically credits them.

About $2,000 is all we have picked up from this in three years. The only refund is in case of death.

In the bookstore one of the problems we anticipated was that there would be less time to prepare book authorizations. In our university the professor may choose his books; but unless the order is signed by the Dean and processed to the university bookstore, the books will not be ordered. The order goes from the faculty member to the course chairman to the department head and then to the Dean and this takes some time.

Overall I would say we have a better use of staff, of faculty, and of plant. The students have greater opportunities for completing their work earlier or for spreading their work in such a way that those who have to work their way through school can get the better job - study program or drop out to work in the winter season. The Evaluation Office tells us that except for the first trimester there has really been no loss in academic achievement by the students. And, finally, there is an increase in overall income in relation to outgo.

MODERATOR RIKER: Thank you very much.

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SUMMER CONFERENCES

Moderator: Calvin E. Moore, Manager of Student Apartments, Texas A & M College

Speaker: Nevada Blackburn, Executive Assistant Director of Housing & Food Service, University of Texas

MODERATOR MOORE: Ladies and gentlemen, as you know, this is the Summer Conferences interest session and Miss Nevada Blackburn from the University of Texas will lead the discussion. She will make a few remarks as she sees fit and then we will throw the meeting open to questions and answers. We ask that when you decide to ask a question please rise and give your name and your school's name distinctly so the reporter can pick it up. We would appreciate that.

I introduce to you now, Miss Blackburn.

MISS NEVADA BLACKBURN: I actually consider my situation today a bit ironical because of my subject, "Summer Conferences." After two months of operation in the summer of 1963 at the University of Texas I don't believe there is anyone on our staff who would think that any other one of us could be considered to know too much about summer conferences. We have had our problems. It has really been a case of growing pains. For example, in June of this year our adult conferee figure was up about 50 per cent, our youth groups were up 20 per cent; all of which resulted in a net increase of 40 per cent in people and 50 per cent in income and we haven't had all of the answers to handle that growth. This pattern of rapid growth seems to be going on all over the country.

There appears to be a growing desire of professors and college administrators to make their facilities available to as many individuals in the state as possible. The place of our housing and food service in this great expansion differs from school to school. Most of us, I am sure, are taking advantage of the opportunity to strengthen the sometime-weak ties between the academic part of our campus and the service field in which we live and operate. Of course all of us realize that we are providing an important service to the community as well as to the state which is especially important to tax-supported schools. This movement to extend academic facilities and staff to as many adults and youth groups as possible has literally caught fire at the University of Texas.

Five years ago we seriously began a summer conference program. A number of small groups had been in our halls for several years but it was in the summer of 1958 when we opened a new air-conditioned residence hall to be used for 776 women in the Long Session that our conference program really began. We had about $20,000 gross income that first summer with some 12 or 14 conferences. The next year the gross income almost tripled and has grown by leaps and bounds since that time. Last summer we had about 35 conference groups with 4,400 conferees and a gross income of approximately $116,000. If our present trend continues for 1963 we will approximate 5,600 conferees and $150,000 gross income.

Now I realize this is pretty small to a school who may have five or six thousand in one group, but to us it has been big business. We are convinced that our problems at the University of Texas in the main have resulted from attempting to operate this expanded program with approximately the same staff we have always had. Naturally, this has hampered our having time to do the type of pre-planning necessary to make a top-notch success of any complex operation such as summer conferences where so many different people, offices, and groups are involved. Our forms, our procedural policies, and our actual operation need attention. Actually, we think we have done a pretty good job as far as pleasing the conference groups is concerned; however, the excessive drain on the staff and the unnecessary problems which have arisen will have our attention in future planning. We believe that with the recognition of our failure to work out some of these problems in advance, and with the many tips some of you have given us in answering the questionnaire sent out in June, our 1964 conference program should be a smoother running operation for all concerned.

The questionnaire which I mentioned was sent to 27 colleges and universities across the country. We chose these schools as representative of the area in which they are located - some large and some small - in order that we might have a cross-section of the country. The response was tremendous - 26 of the 27 schools answered our questionnaire by return mail, air mail, special delivery, regular mail, etc. It made us feel that we either had a real hot subject, that you felt sorry for us, or that we had a common problem for which we are all seeking answers - perhaps a little of each. At any rate, I have never before experienced anything like the response you gave it. It was most gratifying and our sincere thanks to each of you. You will notice on the handout we gave you we only included 23 schools. There were a few that weren't quite applicable and for various reasons we didn't attempt to include them. Maybe we didn't have the rates or enough information to include them in the group. One was received, I believe, after the tabulations had been made.

I hope that the summary of results which you were given as you came into the room will be of some benefit. Much of the detail of the questionnaire was omitted, but we have attempted to incorporate the points about which many of you expressed interest. Rates, services, reservations, and registration seemed to demand the most interest. More schools than I expected wanted details of the mechanics. "How do you get advance reservations?" "How do you confirm?" "How do you handle registration?" Obviously, there will not be time to do more than touch on many of these procedures.

You will note the display table on which we have sample forms sent by some of you - policy statements and the like.

Now let's talk a few minutes about rates and services. If you will look at Page 1 of the summary you will note that 23 schools were included with programs ranging from 9 to 98 conferences and up to 21,000 conferees in residence halls. We have attempted to include information only on conferences in residence halls and not for the year-round conference centers. I expect the upper limit of conferees should be more than the 21,000 shown, but since one large program stated 137,000 man days instead of the number of conferees, I had to interpret so I put that school in the largest group that had been indicated. Incidentally, the 21,000, which I believe was Indiana, was just in residence halls.

You will note that the schools have been broken into groups for rate comparison:

Group A - 6 schools with under 3,000 conferees;

Group B - 7 schools with 3,000-4,999 conferees;

Group C - 3 schools with 5,000-9,999 conferees;

Group D - 7 schools with 10,000-21,000 conferees.

The largest conference in 1962 was 5,200 conferees, and when I think that's more than we had all summer I am impressed. Many of you, like us at Texas, I am sure are limited by your facilities available. For 1964 we have to face the problem of who has priority on our air-conditioned space - regular summer students, adult groups, or youth groups? Mixing them in the same buildings has created all kinds of operational problems. Most of you indicate that you do not do this. Some say that when you did students complained because of the noise and confusion. That has been our experience. If you have plenty of space not used by summer session students this, of course, is not a problem. In our case we have the empty dormitories, but they are not air-conditioned, and a non-air-conditioned conference in Austin in the summer is a bad word. So, because of the growing demand for conference space, this is our headache:

(1) Should we recommend air-conditioning be installed in some of our older dormitories or should we insist that our youth groups go to non-air-conditioned space? Their sponsors resist because they want to offer the best we have to bring these students back to college here.

(2) Summer school students obviously have first priority. "After all, that's why we're here."

(3) Should adult groups be given an upper limit on the number we can accommodate? This probably is not good because any restriction would tend to make the groups go elsewhere.

(4) As space limitations develop, both time and space priority between different conference groups becomes a problem. We are just entering the sphere of this particular development. Many of you have had it for a long time. Who should make the final decision as to who gets the choice time and space? We State schools certainly are very conscious of the extremely touchy subject of encroachment on free enterprise. Many of us cannot even consider groups not directly related to the school or sponsored by a University department. The sensitivity of private enterprise, hotel associations, restaurant associations, and chambers of commerce to State colleges and universities accommodating conference groups is well known to us all.

Involved in this time and space priority question is the actual scheduling in order to provide profitable operation throughout the summer without having too much business some weeks and too little others.

The adult room and board rate in double rooms ranges from $3.80 to $8.00, with 17 of the 23 schools between $6.00 and $8.00. The seven schools in the 10,000 to 21,000 group are all between $6.00 and $8.00.

The student double rate ranges from $3.40 to $6.00 with 13 in the $5.00 to $6.00 range.

Only eight schools offer a reduced weekly rate from five to six times daily rate. We are one of the eight and these figures encourage me to believe we shouldn't be.

Only five of these 23 schools indicated air-conditioned rooms - mostly in Texas. The $4.35 rate you see is where I think our next ACUHO conference should go. Brigham Young offers lots of service plus air-conditioning at this mighty attractive $4.35 rate for board and room. Should we do some promotional work?

Note that of the seven schools who think rates are too low four are in the lowest bracket of $3.80 to $5.99, one is in the $6.00 to $6.99 bracket, and two are in the $7.00 to $8.00 bracket.

These figures indicate that the four schools with the lowest rates, $3.80 to $5.99, who think their rates are too low, haven't had much luck so far in planning increases for 1964, while three of the higher groups plan increases. We are one of the three and our basic rate will go from $7.00 to $8.00 per day for board and air-conditioned double room with connecting bath and all services except wash cloths, bedspreads, and telephones in rooms. In addition to air-conditioning costs, which in our large 776 capacity building average about $3,000 per month in the summer, one major factor which has prompted our increase for 1964 has been the increasing demand for meeting space in the residence halls and the services that go with such requests, as well as the large number of participants who live in Austin or stay with friends, at motels, etc., rather than in the residence hall.

Are there any questions or any discussion about rates at this time?

SUMNER COHEN, UNIVERSITY OF CONNECTICUT: Did you break the rate down between board and room in the questionnaire and just combine this or did you get a combined figure?

MISS BLACKBURN: I will have some comments to make on that just a little bit later.

Any other questions?

A number of you indicated much interest in what the minimum standard services should be for different types of groups. If we were trying to arrive at a general statement on this subject, and if I may use the majority and call it the average, then the average school in this group of 23 is offering adult conference groups: community bath service; furnishing bed linens changed twice a week; furnishing bath and face towels exchanged daily; furnishing soap and blankets, but not washcloths or bedspreads; some kind of telephone service is available, usually not in rooms, sometimes in hall with ringing box in room, some just pay stations, but usually some sort of communication with rooms; daily room service, daily bedmaking and porter service for check-in and out is provided; the building is open 24 hours a day, and there is free parking - if you can find it; the space is not air-conditioned - all of this for adult rates of $6.00 to $8.00 per day. For students the rates are usually from $4.00 to $5.50 - $2.00 to $3.00 below adults - with services reduced accordingly.

Before we leave rates and services, I'd like to make a few additional comments. As you know, I have dealt with double rates entirely so far.

The relation between doubles and singles seems to be fairly consistent with singles running from $1.25 to $2.00 higher - one school, $3.00 and one $3.50 with air-conditioning - I would say that the room rate for a single averages approximately 50 per cent higher excluding board. Most schools do not offer singles to youth groups.

The breakdown on daily rates between room and board is about half and half for a number of schools. A few allocate more to board and those with air-conditioning usually more to room. The allocation for board is mostly from $3.00 to $3.75, though a few are higher.

Meal guest rates have a wide range: Breakfast from 40¢ to $1.25; lunch, 70¢ to $1.65; dinner, 85¢ to $2.00.

The relation between rates and services shows no consistent pattern. I suppose that in the main the higher rates give more service but this is by no means consistent. For example, there's that great bargain at Brigham Young University, all services but telephones in room, air-conditioned space $4.35 per day. Two or three of the schools with rates in the highest brackets do not furnish several of the listed services.

MR. VERNON NELSON, VANDERBILT UNIVERSITY: Do most of the schools require particpants to take board?

MISS BLACKBURN: In these 23 schools we have tabulated here by far the majority do. There were very few who had the other type program. However, all of us at one time or another might offer to some particular group just room, but their basic program seems to be board and room.

I won't keep you any longer. I appreciate your staying with us all this time. I hope you got something from it. It was a real pleasure to try to get this information together for you.

MODERATOR MOORE: We thank you people for coming and as of now we will stand adjourned. Thank you very much.

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SELECTION AND CARE OF FURNISHINGS

Moderator: Mr. Joe Wilson, Director of Housing, University of Kansas

Speaker: Mr. Donald P. Alexander, Decorator, University of Kansas

MODERATOR WILSON: This is the session on Selection and Care of Furnishings. My name is J. J. Wilson of the University of Kansas, and Mr. Don Alexander who is also from the University of Kansas will speak on the subject of Selection and Care of Furnishings.

My duties for the University of Kansas are the job of trying to decorate and help furnish the dormitories and the program that we are carrying on there now. I realize that this type of decorating must concern many people, from the beginning of those who are dealing with the financing of such expenditures, and for those who are personally interested in the results of it, and I think that sometimes because of this we do find ourselves in great difficulties reaching perhaps the best results.

There are always suggestions of what is best and what isn't best, and how to do something and how not to do it. I do think the job of decorating a dormitory is far fetched from the job of decorating your residence or private clubs where perhaps we can be a little more free with money or pay more attention to the decorative results only, and forget maybe some of the practicability. I consider where my job starts. It should start as quickly as it could and in coordination with the architect who is also on the job. Now, here of course I am probably speaking of the new projects mostly, but many of the problems of decorating come from not being able to get onto the job soon enough with the architect as to what he is going to finalize out and what the contractor is going to build for you.

Now, there was a day when there was a great breach between architectural services and my service which you can call a decorator or interior designing. They were not good friends, and in most cases were enemies, because it was felt that I was stepping on the toes of the architect, and I had the feeling he was stepping on my toes when he would suggest beyond a certain point the final result of the building. But those feelings have greatly been changed, and I am happy for it, and now my architectural services do have their own interior design to follow completely through with furnishings whereas they might be delegated to do so. Now, I point out starting this work of mine in the beginning with the architect because it does involve such things as tile on the floor, it does involve wood finishings of walls, it does involve paint finishings where he is probably going to set up all of those schedules if I or someone is not working with him. So, as a result, if that all comes to me and the work has already begun, then I might find myself in difficulties with fabrics of upholsteries, draperies and rugs, and all of those things trying to put them and combine them to reach a pleasing result. You can always change paints and things of that type, but you can't change certain fabrics in color; so I think that we have more freedom if we approach this thing that if we can work together with it, then it is easier for everyone concerned, and the result is going to be much better. In my case, I generally have color schedules that have been worked out from the architect's office.

Another thing I would suggest in your new projects is that you don't spend all of your money on your building. There is something that is seemed to be existent that people don't question sometimes the cost of a building. I am sure you do where you are concerned with certain funds that you can't exceed, and so forth, but many times people accept the fact that this building has to cost this much money, and then the final thing is furnishing and decorating it, and you have no money left. Now, to do that it would be much like buying an automobile without considering that the seats or the motor are important. You have something pretty to look at, but it won't do anything for you. I say that the final finish of your project is what you are after, and not alone just the building. We are now projecting from 12 to 15% of the total cost for equipment.

Now, when I say equipment, I am speaking of kitchen equipment, furnishings, and everything it takes to furnish and run a building; but I do think there are many projects that really get into trouble of spending too much of their funds on the building, and then end up with nothing to put on the inside of it, and bear in mind that you are furnishing for students, and if you sit here and tell them what weight steel or what strength concrete were in these columns and walls, nothing could interest them less. What they are going to enjoy or be dissatisfied with is what is in the building, and so long as you have built it to stand there for their safety, then their happiness is going to come from the comfort they get in living in the building. You are decorating for young Americans whose tastes and ideas change frequently and completely. Now, this, I think, is something that is an important point as to how should you pay. How good should you buy, how long should it last, and all of those are certainly intangibles, but I do think that we have sound examples where perhaps we have bought too good, because these students change, and as these generations change, even though a chair may have years of service in it, the design tastes have changed, and so forth.

When I say "Don't buy too good," it could be a very foolish statement if it were mistaken; but in other words, I don't think you are building a monument here, and for the happiness of the generations to come, you are going to have to change just as you change colors on walls and many things to go with it.

Now, another thing I have found as we go on, and it seems to me, that the cost of recovering and refinishing and such as that is a more costly item. I believe we are reaching a point that you can buy new things at less expense. I had an example here just only two weeks ago. It so happened that we have a residence home at the University which the Chancellor's office asked me to go into and see what they needed and to approach the spending as little as I would have to spend to do the job that we would consider is acceptable and relatively well done. So, trying to use some of the furniture in there that I know is still good, and I am speaking of its strength and the wear it has left, I took the approach that I would recover some of these chairs; so I went back to my fabrics, furniture catalogs and so forth, and I approached it from not picking out what I call expensive fabrics, but picking something that would wear for the next two or three years anticipating that maybe they would re-do that home completely. I picked, for example, just two chairs still nice looking chairs, and they only took three yards of material each chair. I found that my cost of material that I figured was, I believe, between $6.00 and $7.00 a yard, which is an inexpensive upholstery fabric. The labor on it was going to be $18.00 per chair; so I had a cost of about $40.00 per chair to recover those and put them back into the room, and I dismissed the whole idea, because I can turn to a number of things and buy brand new chairs just as good at a cost of $40.00.

Now, this thing of decorating, whether I, as a decorator or designer am working for you as an individual or for the university as a school, or whether I am working for a doctor at his office, we can't please everybody, particularly when we are working with groups of people. We have found at our school that simplicity for these young people, a line of simplicity and the use of what we call young or gay colors not gaudy but livable, is about the safest route that we can take or approach to try to please the majority. When four or five hundred students move into a hall, you can't expect to please them all, and if you did, it would probably be a dull situation, because it would mean too many of us would have the same tastes. The trends do show up, and it is my feeling that simplicity of design is a safe road to follow, and one that does not date itself quickly. Something that is a certain era generally has more detail and so forth, and it will many times die almost as quickly as it became popular so fast that what we try to do, we try to keep this thing simple and we find it has the greatest length of life of pleasing the most number of students.

Now, when it comes to what we should put in a dormitory, how much should we give to the students, you have to decide for your own area. We find the difference is in funds, whether they come from tuitions and so forth, and you have to judge by what monies you have to spend as to what you can put into a dormitory or how much is really necessary to feel that you have given a student a nice place to live. One of the things that causes us sometimes great problems, is this clause in that we specify a certain thing or equal. Now, this thing, or equal, can really get wild, and who is to say what is equal.

Recently in the case of a student lounge chair, we specified a chair that has proven itself to us some eight to ten years, and we had an equal chair bit in at several dollars less money. So all we can do is ask that a sample of that chair be sent to us, and we advised the representative that it was really going to get a going over, and it idd, and as a result we were willing to accept the equal chair under certain conditions. Now, to set the chair exactly beside the one that we had specified they looked the same truly. We were concerned with what kind of wood was used in it, what kind of screws, what kind of gluing that was being used to hold the chair, and we did inspect it, and then we took our razor blade and cut open the cushions, and there we found the reason that this chair was being offered to us at $5.00 or $6.00 less money, such as the type of spring unit that was inside, such as the size of the padding on the spring unit which was not rubberized. The seaming of the welding was done in the very cheapest way. So all of these things we put down. These changes we demanded because we thought only by these changes did it become equal. We sent this to the purchasing office. They requested these changes of the manufacturer. We got these changes in writing which they are responsible for, and we think we acted fair. We advised the manufacturer that we were going to at random inspect the chairs that we were to receive. We haven't been doing anything that we feel is unfair towards this manufacturer. They have made their agreement with us as to what we are going to receive. We think we have a responsibility to the taxpayers whose money we are spending, a responsibility to all facets of the operation of the university as to their faith in us.

I am going to use a dormitory we are opening this fall as an example of what we have been doing for the last few years at the University of Kansas. Your costs vary, I am certain, but they don't vary greatly when it comes to buying furniture or furnishings. Your shipping costs vary. In our dining area, which we serve cafeteria style just as they are serving here, we use vinyl asbestos flooring. I believe here there is rubber in the dining area which we would prefer. When we used certain things it is because maybe it is the best we can use for the money we have to spend. Our wall surfaces are some wood panelling which we find very satisfactory. We have tile which is around our serving areas at lines of waistcoat height that we find serve well to us in those areas where they will catch lots of rubbing. We are still searching for maybe less expensive ways to handle that problem than we are doing now, but so far, that is what we are doing. Our drapery treatment is much of the treatment you see right here, unlined cotton type casement draperies. Much of our tables, I am sure, are the same size, 36x96 inches. We paid $96.00 each for our tables. For dining chairs, we paid $12.00 each. That is an all wood chair with the padded Naugahyde seat and shaped back. Now, in our dining area, we do buy additional folding tables of the same size, and metal folding chairs so that we can on occasions set that dining room area up to serve more students all at one time, perhaps with a guest list included. We do use rubber cushions on every chair, desk, table that we put anywhere for these things can be bad for your floor surfaces whether it be rubber, vinyl, or asbestos.

Now, in the dining area we have a little decorative feeling, a couple of planters, to give a little feeling of invitation and warmth.

In our main lounge, our public areas, we do get more decorative and we hold back a little if we have what we call a little bit of the "loose money" which is darn little to maybe do things in a little more decorative way, but we still try to be practical. I find that we finish our lounges much like they do here. We do use rubber tiles in our public areas. Perhaps we will find ourselves using all vinyl, because the industry is gradually getting away from rubber, and the last time I looked at the color samples of rubber tile, I only had five different tiles to choose from. Now here you may find yourselves going into a cost problem because you can buy rubber tiles for about 48 cents a foot or 60 cents, and vinyl is going to jump you to about 80 cents and even on up depending on the pattern and different colors of the vinyl, which to my way of feeling is the very best of all, and yet rubber does us a good job. Rubber has the problem of floor black marks and rubber does pick those up. Rubber, I do think, takes a little more waxing, and it is going to become a little more expensive to you.

In rug services in our public areas, we spot them into groupings. Rugs are a problem in a dormitory, at least they are to us. I listened to some pros and cons of rugs yesterday in a maintenance meeting. Some schools are putting them in their foyers and corridors. It is perhaps a more pleasing and homey atmosphere, but we find rugs a great problem because of stains. If you tell a student that they are not to drink a coke in a certain room, you are going to find that there is going to be a student who is going to forget all kinds of things like that and we have to have them for the base or the background to a good decorating job; but we try to be careful where we put them because there are certain things that we can't control. We are going to get stains and burns, and I don't know what is going to change that.

In our walls of our lounges they are much like you see here. Now, on our hall project, Mr. Wilson told us that we could spend right at $12,000.00 for the main lounge and the lobby. Our main lounge, as I refer to it, has a seating capacity of 80 students or people. This expenditure also includes a lobby-waiting area which is a small area, probably seating 15 or 20 people. On that basis, we have spent about $115.00 per student or per person on the furnishing of a public area. I don't know what guidance that figure could be to you, but I will compare it with the following: that we have floor lounges on each of our floors just as you do right here. It so happens in this one building our floor lounge area is all in one. Here we switch back to vinyl asbestos floors, because it is less costly to us. We do not use any rugs in our floor lounges. We still prefer to use our floor lounges for many activities. In our floor lounges, so far, one of our lounges may be set up for ping pong and card tables, another may be set up principally for TV and all types of things. Our floor lounges may get harder use and more varied uses than this building here. Those lounges we have set up for a capacity of from 40 to 50 students, and our costs run from $2,000.00 to $2,300.00 a lounge. That is draperies and every item that goes into a lounge, lamps and so forth. Breaking this down, we have spent about $50.00 per student. We have two residence apartments plus a third unit on another floor for resident counselors, which is a bedroom-living room combination. The two apartments are furnished much like we would furnish an apartment for an individual anywhere we are going to put them. In these apartments we found our cost for living room, bedroom, and just a small dining alcove which is nothing but a drop-leaf table and chairs to be $1,400.00. In the men's dormitory the walls are painted, and our floors are vinyl asbestos. In this case, we have built-in wardrobes. The drapery treatment that we use is a traverse arrangement. We use venetian blinds and use single draperies for the purpose of color and warmth to the room. We spent only $6.40 a pair for those including the rods and installation, but I think most people would walk in and say that it is acceptable and does the job.

For sleeping arrangement we use the regular heavy metal frame with a fiberesin detachable headboard. We are most happy, at least to my knowledge, of what the combination bed has done for a girl's room. It lends more atmosphere, and I am sure pleases the girls more, and we are finding they are taking good care of them. But for boys so far we are using the heavy metal frame with the headboard. We use the headboards because it is good to lean against, prop pillows, and it is a wall saver so far as soil.

For metal frames, we spent $16.40 each. For our fiberesin headboards, we paid $8.65 apiece. Fiberesin headboards are, we think, practically indestructible. For our first time we have gone to a polyfoam mattress. We do not know how we are going to like that a year from now, but we went through considerable talk with different people and we did come out to a great advantage costwise, and they have done many things with polyfoam which were problems a few years ago. We have bought five-inch polyfoam mattresses which we bought at $16.00 each. I think we have done something here that represents a material saving.

Another thing is innerspring units, except sometimes they do break down. If you have to store some, they are bulkier; so at the present, we do have innerspring units but this time we have gone to polyfoam, and a year from now I might say not to do it, but at least we feel it is going to be all right. Our desks are made by a small manufacturer in Kansas who is following our specifications. We paid $31.75 each for our desks which have formica tops. They are of a natural birch finish with book compartments on one side and a single drawer at the chair opening. So far we find that type of desk serves our students amply, and so far as the edges of tabletops and desks are concerned, these desks have formica edges on them. In many cases we prefer a wood edge because we do get some breakage of formica edges where the chair jams against them. On our dining tables we used a rounded wood edge. We do use a chamfered edge on our dining chairs which is a bevelling of this sharp edge because our dining room area chairs show the wear and tear the quickest by scarring and denting, and this chamfered edge makes a flat surface which strikes a flat surface, and that is the best we have been able to do so far. In our student rooms, our desk chairs are much like our dining chairs. We paid $12.00 each for them. We put one lounge chair in each room. It is an open-wood arm with a naugahyde covering. We paid $6.75 for those chairs. We do again in student rooms use wall shelves or bulletin boards much as you see here. We paid $6.50 each for our lamps. We have spent $225.75 on each room, or a cost of $112.50 per student. Bear in mind that does not include mattress pads, or what we might call the other smaller towel rates.

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HOUSEKEEPING-MAINTENANCE TECHNIQUES AND MATERIALS TO RAISE STANDARDS AND SAVE MONEY

Moderator: Mr. Robert W. Gang, Residence Halls Manager, University of California at Los Angeles

Panel: Mrs. Marjorie Hall, Executive Housekeeper, University of California, Santa Barbara

Mr. Arthur Roe, Residence Halls Manager, University of California, Santa Barbara

Mr. Joe Harper, Consultant, San Francisco, California

MODERATOR GANG: Good afternoon, ladies and gentlemen. My name is Robert Gang, and I am manager of residence halls here at UCLA. Because of that and because I am not an expert and because you are living in one of our halls here - so it would be hard for me to prove to you that I am an expert - I am more or less the moderator today of this panel. We have a rather long and complicated title, and I hope that we will accomplish something.

At this time I would like to introduce to you our panel for today.

Mr. Joe Harper, from San Francisco, has worked for 15, 20 or 30 years as a consultant in the floor maintenance field. He is particularly expert in the area of development of new products - new soaps, detergents, and the synthetic finishes in the field.

Mrs. Marjorie Hall is the executive housekeeper at the University of California at Santa Barbara.

Mr. Art Roe is the manager of residence halls at the University of California at Santa Barbara, and Art is going to start things off with a few words. Then, we will open the session up for questions.

MR. ARTHUR ROE: Thank you, Bob.

We were very happy that the training committee asked us to participate in this session. We have strong feelings in this area. Seminars on housekeeping are well attended each year at these meetings. This led me to believe that many problems go unsolved and many residence halls managers are not too happy with the end result of expenditures in this area.

I suspect that one real problem of ours is the fact that the housekeeping part of our budget is the least costly. We tend to minimize its importance and its professional standing. But stop and think for a moment - in our case at Santa Barbara this year we have a $2,000,000 budget, 20 per cent of which is allocated to housekeeping. This is a lot of money - $400,000. My feeling is that we get our money's worth or we eliminate the service and reduce the fees - turn the money back to the students if we are not giving them their money's worth. It makes sense.

We had an experience about five years ago. I have been at Santa Barbara since 1956 and grew up with it, and a hard and fast look at the cleaning standards we had after I was there three years was pretty upsetting. Frankly, it was a mess.

In one instance we found a maid sitting in her janitorial closet most of the day. She even kept her hat on, apparently to save time when she went to clock out. I need not tell you she left in a hurry, hat and all.

This was the beginning of a long, hard pull over a period of four years to arrive at a housekeeping department that we are pretty proud to show off.

Don't think I am inferring that we have the answers to everything. In order to maintain these high standards, it takes all of Mrs. Hall's time. We are dealing with human beings, and they are very complicated animals.

To give some serious food for thought, I have assembled a sort of time table, or sermon if you like, on the moves you must make to accomplish good housekeeping.

Management's attitude

I put this number 1. This is the key to your success or failure. If you as managers are not determined to have high standards or you are not inclined or you are too busy to actively participate - and I emphasize the word "actively" - it will never materialize. You cannot expect even one person to carry the ball if you as manager don't give it personal attention.

Assuming you care and are willing to roll up your sleeves, your first big nut to crack is to carefully select an executive housekeeper. A woman is the only acceptable person in this position, in my estimation. Women know how to clean. Give her complete authority along with the responsibility. There are far too many situations where managers delegate loads of responsibility to supervisors, but they are jealous or they are afraid to give the authority that rightfully belongs with the responsibility. Please do. You will be pleasantly surprised if you are not doing it. Your position will be strengthened.

Staffing

There are many other ways, I am sure, that will work and do a good job, perhaps even better, in your facility; but I wish to present the staffing of our department that is working nicely, and it will serve as a starting point for you.

Incidentally, it disturbs me to know that a considerable number of residence halls depend on the students to do the housekeeping. I believe the long-range maintenance costs will be far greater than if you do the housekeeping. Perhaps we can get some opinions when we get into the question period. I am interested myself.

Mrs. Hall is the executive housekeeper in charge of all the maids and custodians in the department.

We have five residence halls housing a few more than 400 students each - five separate facilities.

Each maid covers approximately 90 students in two adjacent separate units in the building.

All the bathrooms, the study lounges, laundry rooms, all the public areas are cleaned daily except Saturday and Sunday. For the public area rooms, the lobby and what not, I do hire student help for four hours on Sunday morning to tidy up the public areas for visitors.

Student rooms are cleaned thoroughly - and I emphasize the word "thoroughly" - once every two weeks. Incidentally, up to this year we have cleaned student rooms every week. The budget squeeze came on early this year, and Mrs. Hall and I discussed the subject and came up with the idea of reducing service slightly. To our surprise and delight, this one change in our case affords a savings of 10 per cent of our housekeeping budget. We can't actually give valid answers as to whether or not this is going to work, but we feel that it definitely is.

Custodians work in pairs throughout our operations. We do not have custodians work alone. Greater production results are very evident using this system. They do all but dusting in the public areas and first floor corridors. All supplies are bottled by them, and normally on a specified day once a week immediately after coffee break - the maids have their coffee break together in the head maid's office in each building - they go to the custodians' closet. They know what they need in the way of supplies for the entire coming week. They pick them up, and this is the shortest way of doing it. Everyone does it at once. It takes five minutes, and they are not running down to this closet for supplies every day. It is an important time saver.

Training

This should be in the number 2 position in my remarks here. This is the second key to your success or failure.

Let's go back. As I mentioned before, we have five living areas, housing 400 students each. In each living area we have five maids and one head maid. The head maid is a working head maid. She supervises these five in the one area. This may seem heavy to you, but for our money and the standards we intend to keep, it is a good investment.

In addition to her supervisory responsibilities, she attends to the public area rooms - the dusting that the custodians do not do. She cleans two Head Resident apartments once a week, and she does the public area bathrooms - they are small in our case. This takes about 25 per cent of her time.

The head maid spends the remaining 75 per cent of her time in a continuous training program. After being interviewed by Mrs. Hall, the new employee is brought directly to the head maid in the building to which she is assigned. This is where our training program begins, and it never ends. So often, as it was in our case when I first came, a new maid was handed over to "Jenny," or "Sally," or one of the older maids - she has been around for a few years, and she knows the ropes - and most likely within two days, the new maid will pick up every bad habit that "Jenny" or "Sally" ever developed over the years. Training is a supervisor's responsibility. Housekeeping is a profession. Please bring it up to that status.

Mrs. Hall has a detailed job description for every position. It starts with directions on the use of the time clock. This may seem elementary, but it certainly leaves nothing to the imagination.

Every head maid must submit a detailed monthly report on the performance of each of her people. This is an invaluable tool to support Mrs. Hall on decisions regarding raises and dismissals. It is on paper.

One more important point that I wish to communicate to you is that we shift every maid to another building at least once a year. Maids tend to get very possessive and bossy if they are left in one section longer than that. They object to the move, but we feel the benefits gained in our relations with students and the student personnel departments are well worth the trouble.

I have deliberately held my remarks to a minimum. To start the session off, I want to drive home to you one important point that is sadly neglected or overlooked. I wish to emphasize that without your active participation as managers, without a genuine interest on your part, housekeeping is never going to get to the point where you can point to it with pride.

I have talked enough. Now I wish to open the meeting for discussion. The panel is ready and eager to help you in any way you wish. We cover every aspect of housekeeping.

I will now turn the floor over to Bob for questions; and if we have the answers, we will give them. If we don't, we will get them for you.

Thank you.

MODERATOR GANG: Thank you, Art.

I don't know whether you agree, but I think Art said some pretty controversial things here.

As I said, we have left this pretty wide open for questions, and these people are supposed to be experts; so let's give them some questions.

MR. LEE POLLEY, Central Michigan University: What is the relationship of your position, Mrs. Hall, with that of the director in the hall itself? The house mother, director, or whatever you want to call her - do you have any conflict with her, or does it work out pretty well? Does she have any responsibilities in the maintenance and housekeeping area?

MODERATOR GANG: You mean with the residence advisors?

MRS. HALL: No, only from a student standpoint, I believe. If I understand you correctly, we do not do any counseling with students when it comes to being able to do the work that we want to do in the room. We will contact the head resident or the residence assistant, and, then, they will take over from there, dealing with the students. We do not deal with them.

MODERATOR GANG: I don't want to waste Joe Harper here. Is there anything at all you could tell us today about the development of new materials or soaps and detergents in the maintenance field?

MR. HARPER: I don't wish to pass up this opportunity; but, very frankly, anything that I would say regarding these new developments would probably be outdated in about three to six months. This is a day of tremendous changes; so this truly would be why anything specific today as to the things that are right now very promising will very shortly be outdated. By the time something comes up that is good, something else comes up to supersede it.

MODERATOR GANG: Could you tell us about anything that you know of that companies are developing?

MR. HARPER: Bob, I don't know. To go into the chemistry of these things is really complicated and probably of little or no value. The end result is what the developments are aimed for. What the ingredients are or what the chemical classification is are not necessarily important. What is important is that they do the job.

MRS. PATTI STEWART, University of Alabama: What is a good upholstery cleaner?

MR. HARPER: Fabric upholstery?

MRS. STEWART: Yes. Don't tell me not to have them in the first place, please. I have them.

MR. HARPER: I would not say that. The beautiful synthetics have some of their own problems.

I do not know of any brand name that I would suggest. I would say that it would be of a synthetic nature; and again, this is not so much the product. There are a great many things that are good upholstery cleaners, even some certain soaps. The main thing is the technique of using them. Some of the household products, such as Tide - the suds of that are beautiful upholstery cleaners. I am not saying that that is the best. There are some good things, and generally they are of a synthetic nature. You generally go to the synthetic field because you don't rinse enough.

MR. JOHN PAYNE, Central State College: I would like to know what your opinion is of synthetic floor finishes versus the wax with carnuba.

MR. HARPER: I do not mean to avoid your question, Mr. Payne, but at the beginning of the session, Mr. Gang said that he wished he could write that asphalt tile would cost you so many cents per foot, or this type of flooring of that type of flooring. Whether something of the wax nature in the floor finish or the synthetic would work better depends very much on your particular building - climate, soil conditions, snow, salt, things of that nature.

Very frankly, today there are very few products on the market that really fall honestly and clearly into one category or the other. More and more they are a combination of the two; they are a balance. You are trying to get a lot of different things. You are trying to get wear. You are trying to get a resistance to black marking and you are trying to get water resistance. You are trying to get removability. For all of these things you build a balanced product.

You might get more hardness out of a pure synthetic, but you would have other problems; so, again, these are complicated mixtures. They are now and they are going to be.

MRS. F. MCCONNELL, University of Texas: Do you know of a synthetic that has been developed that will replace the carnuba on fine wood floors?

MR. HARPER: No, ma'am, I do not. Again, if I may say, there are organic and inorganic waxes that replace carnuba and do a better job. It is not a criterion any longer.

MRS. MCCONNELL: I wonder if you would tell us what they are.

MR. HARPER: I have no axes to grind by naming names. Basically, waxes on wood or linoleum such as battleship or floors of cork, wood and linoleum - those three waxes still beat synthetics. Some of these waxes have synthetics in them nowadays. Also, they are not pure carnuba wax bases.

MR. GARY NELSON, University of South Dakota: I have a specific problem that developed about a week ago, and I do not really know how to handle it. How do you remove an acid that has set on a terrazzo floor for six hours before it was noticed? Is there any type of product that will take this out? It is an area about three feet in diameter, roughly, and it has blackened the terrazzo. It happened a week ago, but everything we have tried has not been successful.

MR. HARPER: The only answer to that is to regrout and regrind it. You might pull this stain out, but you have done damage there, more than is visible to the eye generally; and it is going to be a spot forever. Now it is a matter of regrouting and regrinding. A competent terrazzo contractor is the only answer.

MR. ALAN BATCHELDER, Pomona College: I would like to ask what effect wall-to-wall carpeting in dormitory hallway has on maintenance costs.

MR. POLLEY: We have just placed wall-to-wall carpeting in our newest residence hall, which opened January 1 of this year. We also carpeted six student suites to see what the effect would be.

We have some problems with it. We used four different types of carpeting, none of which is doing the job that I thought would be done. We have some very definite ideas now. Our newest dormitory, which was bid out the 30th of July, will have wall-to-wall carpeting in the hallways. We do not know what effect this will have on maintenance costs. We still have the same number of custodians. We have some problems in spotting. We probably have not solved the problem of removing these spots adequately or as quickly as they should be. I think this is the answer. The four different types of carpeting that we used were: (1) one of the most expensive types of nylon carpeting on a hair pad; (2) wool on a hair pad; (3) a cheaper grade of wool but still a good quality, over a hair pad, and (4) wool with rubber back cemented to the floor.

My opinion after this summer having had stretching problems is that all carpeting should have a rubber back cemented. Our next carpeting will be nylon, a new nylon which has just been developed not too long ago (Chemstrand), rubber back cemented to the floor with short pile.

There are many advantages in carpeting the hallway. The noise of traffic in the hallway is lessened, and the students think it is just wonderful. There was a difference in the attitude toward upkeep in the way they reacted to this type of facility.

In the rooms it is rather costly, but the students take better care of them. They really like it.

MISS ELEANOR GREEN, UCLA: I want to know how soon you anticipate having to replace that carpet, and how do you plan to do it.

MR. POLLEY: We set aside 2 per cent of the total income each year for replacements costs. I presume this is the way it will have to be done. I would say that this carpeting will last for - I am just guessing - but after six months it shows very little wear. It is good quality; it is not cheap carpeting. I would guess it will last ten or fifteen years. I think the savings on the amount of wax and labor, etc. will make up for it, plus the added advantage of less noise from traffic in the hallways, which is very disturbing. However, we do not have as much traffic in our hallways as most, because we have student suites with private baths.

MR. ROBERT JONES, University of Arkansas: I might give you the experience of a section of carpeted area in a 440-unit freshman men's hall connecting the two main entrances and the elevators. It has been used two years. We will possibly get a third year's use from it.

MODERATOR GANG: This was what kind of carpeting?

MR. JONES: It was a good grade wool, commercial grade wool. We put it in with the idea of using it to give a feeling of warmth as you enter the building. Also, we wanted the students to clean their feet before they moved on to the tile areas.

MODERATOR GANG: The one point I was hoping Lee Polley would make, which he finally did, and which has been brought out in some studies, ties in with the old idea of "put the men in suits and ties and they don't horse around as much in the dining room as they do when they are in blue jeans," and it is also true with regard to the carpeting to some extent. Put some carpeting down and strangely enough sometimes the students treat it more like a home than they do when they are on concrete or asphalt tile.

MR. PAYNE: (to Lee Polley) Do you actually have wall-to-wall carpeting, or do you leave spacing enough so you can reverse the carpet when you have a worn area?

Also, what has been the effect of cross traffic where doors are directly opposite each other?

MR. POLLEY: We do not have doors directly across from each other. We do have wall-to-wall carpeting. It has a tack strip down the wall where corridors are six feet wide. Some of the carpeting was made especially for this hall because it was somewhat experimental. We probably will not be able to reverse it. This is one of the reasons I think that we should have a rubber backed carpeting; so that if you get a spot, you can cut it out, insert another little section, and thereby take care of your won or burned area.

MR. DONALD ALEXANDER, University of Kansas: I believe it has been our experience that so far as any savings of maintenance cost comparing carpet to hard surfaced floor, we will spend as much money and time on spot remover and shampooing carpeting as we ever spent on wax and rotary polish of a hard surface floor.

MODERATOR GANG: Where do you have carpeting there?

MR. ALEXANDER: We have it in our public areas only and, of course, in resident apartment areas and that type of thing.

MRS. F. MCCONNELL: We have always had wall-to-wall carpeting in our quarters and lounges as well as in our main social areas. We have found that in the lounges we had to remove it because of accidents with nail polish, hair dye, soft drinks, etc.

We have maintained that carpeting is a noise factor - silence makes study conditions better. We now have had eleven years of wear from the carpet that we presently have, and I am sure it has at least five more years of wear. It was an all-wool Mohawk double-warped back with a back, and it has held up well. We used the carpet from the lounges, the strips around the wall that were clean and new, to replace the worn spots in the corridors.

MODERATOR GANG: Since you said nail polish, I assume that is a girls' hall.

MRS. MCCONNELL: Very definitely.

MR. ROBERT STEWART, Washington University of St. Louis: We have a new hall that is going to have carpeting in the hallways but not in the rooms. I recognize that there are some arguments for carpeting, one being the atmosphere - it adds to the building - and another is the acoustical qualities that it does have. Is this in your area, Mr. Harper?

MR. HARPER: Only somewhat.

MR. STEWART: Most of the people who have supported carpeting on the basis of a lowered maintenance cost have done so on the basis of a brochure that was put out by the American Carpeting Institute which was full of distortions and half truths. I wonder what your opinion of this was. Our architects were the ones who recommended it in our new building. I don't believe it is going to be more economical, in my opinion.

MR. HARPER: I cannot say anything about that brochure, but I will say this. Again, flat figures as to what this will run are very difficult to state. There are particular geographic problems. At Central Michigan, an area that I am familiar with, it snows and they throw salt around. We have with us today a lady from Austin where there are entirely different climatic conditions. How you can print flat figures as to what carpeting will cost, I do not know. Geographically this does not make sense to me.

If you could confine people as inmates all the time and did not have these other variables, then this would make some sense. You could take an idealistic standpoint and present figures. Whether it would apply to all the people from around the country would be another question.

MR. JACK WILSON, Utah State University: Is this dry method of caring for asphalt tile a fairly universal thing? Do you put five or six applications of wax and then buff it down, or what? I don't fully understand the process.

MR. HARPER: It is universal wherever it can be done. There are areas where it cannot be done. This is not in your field, but in the hospitals they do not allow it any longer because it still stirs up dust; and they are afraid it carries bacteria. Other than that, I am sure they prefer to do it.

The other thing is, of course, there are areas where you cannot do it. Where it can be done, treated dust mops or cloths are used and there is a minimum amount of buffing. This is another reason for the changes in the finishes - to try and eliminate this thing - and it is being largely eliminated. There is less and less of this dry buffing going on, and that is what everyone is shooting at.

Other than that, I think everyone is going to it - running a treated dust mop down the corridor. If that is the quickest way, I think most people will do it. I don't know what a poll of consensus would be.

MR. GEORGE PETERS, New York University: I have a question for Mrs. Hall or Mr. Roe. How many minutes or approximately how much time did you spend in the rooms when you cleaned them weekly, and how much do you expect to spend when you clean them bi-weekly?

MRS. HALL: When we were cleaning weekly, we spent 30 minutes and on some occasions 35 minutes. That would also depend on what kind of a mess you find in the room - whether or not the room is in condition for cleaning. I expect that we will now spend at least 10 to 15 minutes longer in the rooms.

MR. PETERS: What specific duties will your maids do? You mentioned thorough cleaning.

MRS. HALL: Thorough cleaning in a room is to clean the screens - they are vacuumed - the window sills - they are also vacuumed. Everything in the room is vacuumed. All the furniture is dusted and polished. The floors are vacuumed, mopped, and waxed.

MR. PETERS: By maids?

MRS. HALL: Yes.

MR. PETERS: You do not have unions.

(Laughter)

MRS. HALL: We have people who care; they really do. They take such pride in their halls, their floors and their rooms.

MR. PETERS: Do the maids wax floors?

MRS. HALL: Yes, but not every week. We cannot wax the floor every week, unless, of course, it requires waxing. A girls' hall, of course, will go maybe three weeks, maybe four weeks, depending on the activity that goes on in the rooms. Often there is dancing in the room, beach sand, tar, and black marks, too. Then, when you have to scrub to the extent of taking up black marks, you will end up usually having to apply wax.

In our boys' dormitories, we wax nearly every week, but we only wax in the center - only where there is activity - not under the furniture where this wax has a chance to build up.

MR. PETERS: Do your maids use scrubbing machines?

MRS. HALL: No, they do not. They mop.

MR. HARPER: The subject of this panel is to better standards and to reduce costs. I think that the end in which I might be interested is at the bottom of the ladder and if I may I would like to steal a few remarks. The most critical, the most necessary thing in being able to accomplish these is proper management, interest, and attitude. Along that line one thing that I do not think was brought out too much was that this interest, in many cases, is beginning to include standardized job procedures. This is the same thing that is being done in industry, where each man has daily chores. They are written down. They are time studied. This means that the procedure that a man goes through daily or weekly is written down for each man. It can be done, and it is a beautiful thing. It increases efficiency, sometimes by 30 or 40%. We do not mean to infer that this reduces your staff, necessarily. You do not fire people. We have had unions very upset when they would see this sort of thing start. We cannot fire anyone. I have never seen a building yet, however, where everything always gets done. There are always some things that you could get done a little bit better if you had extra man hours, as you would from these savings. Of course, you do have some natural elimination due to quitting.

The second thing, which gets down to Mrs. Hall, is proper supervision; and this is almost as important as the first. There are so many places where the maintenance end has sort of been forgotten. Some of the employees work different hours than what the normal office hours are, and they have been doing it for so many years that they run the job. They tell the supervisor how much work they can do a day and that they cannot do this or that.

The third thing, then, that Mrs. Hall brought out, is training of these people. Whether it be done by the supervisor or by the lead people or experienced people is not the important thing. What is important is that they receive definite training. In other jobs, you would not tell a fellow, "Here is a mop. You go up and take care of the third floor." This is bad for his enthusiasm and for his motivation. He is confused; and he is going to do it the best way he can, which may be pretty bad both from the point of view of results and efficiency.

The fourth thing that is not brought out too much is motivation, and it is a very surprising thing what motivation of these people can do in literally increasing their productivity - getting them to work for the college rather than for the pay check. It can be done with very little time expenditure, and it is very much worthwhile. There are films, very short films, that will do this. Showing these films will help their motivation considerably by giving them an interest in why they are working there and some pride in their job.

At the bottom of the ladder, to wind up this little introduction, is, I think, to improve materials; but this is the least important. These other things all have to be done first. Without these, this end would not be effective.

Let me say that in the last twenty years, I have never known a time like this last twelve months and today, when there were so many steps and strides being made in improving materials. There are many radical improvements and changes being made. Some of the larger companies are attempting to make products for the first time in many, many years that will do what you all want and not what they think you ought to have. There are finishes that completely reduce or eliminate the necessity of buffing - cut it down to a great degree or even eliminate it. Now they are trying to work from your angle. There are detergents that do much more efficient jobs. There was mention of the automatic scrubbing machines. There are detergents which, without the use of abrasives or alkali, will do stripping jobs, for example. But if you investigate the idea of improving materials with the main purpose of eliminating man-hours, I think you will find that the materials are not more than 2% of the budget. You have 98% of that budget to reduce man-hours and the rest to reduce or improve the materials.

MODERATOR GANG: I once did a study at Michigan State in which I kept a pretty close, fairly accurate count, I think; and there our cost was 96% labor and about 4% materials.

MR. HARPER: And much of that 4% is materials that you cannot reduce too much on in the way of man-hours, such as paper.

MR. ART ROE, University of California, Santa Barbara: The gentleman who ran this session in New York two years ago was given the assignment about a year prior to it and thought that he would write letters to all his friends and find out how they housekeep and, then, put it together and present it. He wrote his letters, and he drew a blank all around. He became a little frantic, he told us; and he took his color camera out and became interested in his own housekeeping. He would notify certain parts of his staff that, "Tomorrow I am coming into your area. We are going to take pictures of two specific people in their janitorial closet to show people how to keep a good closet." The next day, when he came in to take his pictures, the maids appeared in spotlessly clean uniforms. They got into the closets, and for the first time in years, he said, the closet was immaculate. The next session would be going into a bathroom and taking pictures in color of one or two particular maids showing how to clean a lavatory. He said the morale in the department after six months of this was very high; and he presented a marvelous program. He showed the colored slides. He kept track of budget costs and in six months' time the rise in standards that he got was in direct proportion to the decrease in costs.

In our situation in the residence halls at Santa Barbara, when the maid goes into a room, if she sees any kind of a mark on the wall anywhere in the room, she goes over it with a mild soap solution and sponge, and she cleans it off. The covering around the border of the room in our case is now polished regularly. The room is clean. Every corner is clean. There is not a build-up of wax. The students enter their rooms, look around, and see that people do care; so they tend to care. I firmly believe that part of this budget saving is in maintenance.

Santa Rosa Hall is eight-and-a-half years old. At the end of eight years, we did have to paint the students' rooms. Up to that time they were very acceptable. I think eight years is a pretty good record, and we fully expect that they will last another eight years. In some of these meetings, people say they paint every three or four years. I think there is a direct savings that we have made by keeping the rooms clean.

The bathrooms. In our department we have not one ounce of bowl cleaner. We have found that even bleach left in a toilet will take the shine off the porcelain. Ours have never had bowl cleaner used. Every day, five days a week, the maids go in and scrub the toilets by hand; and they are so shiny in every part of it that I ask you to stop by and see them.

The floor tile. The bathrooms are all ceramic tile floors. Perhaps 35% of the floor is grout. They are white after eight years. It is because they are tended to every day, five days a week. We do not get to it Saturday and Sunday. I think we can go into every area of cleaning and find the same thing - having the maids go in the rooms regularly.

Reporting to the Maintenance Department is a very serious thing to us. Mrs. Hall's people realize this, and we get hundreds and hundreds of work orders. We have a number of fixers in the department, and within three days everything in the room that has been reported to the Maintenance Department is fixed. Again, this goes back to the student attitude that because it looks good, they will take care of it. This is the kind of concern that we found we needed, and I think if even one of you go back with this attitude, you are going to find your budget will go right through the roof. You will do fine.

Our budget is $400,000.00 in housekeeping. This year we are going into very deep cost accounting. We do not know, frankly, how much it costs in housekeeping. This $400,000.00 includes student services such as telephones, desk clerks, etc.; so we are going to know how much housekeeping is after this year. I suspect that half of the budget is housekeeping and the rest is cream that the students get that is charged to my budget.

MODERATOR GANG: Mr. Roe mentioned briefly this wax build-up, and I have had people ask me in classes, how to keep a custodian from continually waxing wall-to-wall in the hallway and getting this wax build-up. My answer has been to try and see that the same person who waxes it has to strip it, and after a few times it will get through to him.

You have all read this propaganda that was put out years ago saying, "Buy vinyl. You don't have to wax it," and this type of thing. I personally feel the same way about vinyl that I feel about my shoes. You do not have to shine them, but they are going to look much better and wear much better if you do wax them.

MR. JOE HARPER: Again, trying to be as specific as possible and not evasive, the vinyl floors have a silicone incorporated into the top film. This is to aid in the manufacturing. This is a roll separator. This silicone is waterproof, and you cannot scrub it out or scour it out. If you found a finish that works good on other floors, it will not work the same on vinyl.

The best things that I know of are two entirely different types of approaches. The first is a synthetic type of finish, but with some wax in it. This is a combination, and you will find most synthetics are that way today. They are not necessarily pure. The wax helps to give a little bit of malleability that you need on the vinyl. It will bend more under foot traffic than we would imagine. If you put too hard a film without flexibility on the vinyl, it does not wear as well.

The second approach is one that is very peculiar to many people, but it is extremely successful in large, heavy-traffic areas. It is to maintain them with no finish in the way of a wax or synthetic but with a vegetable oil soap. This is particularly effective, incidentally, where automatic scrubbing machines are being used on large vinyl areas. What happens is this. There is a reaction between the hardness in the water and the soap type of cleaners. This deposits a calcium deposit. It is a soap film, true, but this is a good film; and it will gloss, and it will wear, and it will perpetually get better and better. What you do is this. Treat a new vinyl floor with a heavy concentration of this. You will probably leave a little on. Then, dry buff it. After this is done for a little while, you do not have to dry buff them. People think that is the most beautiful wax or finish they have ever seen on a floor; and there is none at all, just the soap finish. They will not black mark, incidentally.

MODERATOR GANG: Well, it is a finish. It is just not a wax or a synthetic.

MR. HARPER: It is a finish, but not what we normally think of.

MR. ROBERT KITTREDGE, University of Nevada, Las Vegas: What are the problems that might be involved if you use this type of vinyl that looks like a rug? Can you tell me something about the problems that might be involved or the advantages of using this, say, over regular vinyl? It looks like a woven rug and has some sponge to it. It comes by the yard.

MR. JOHN FISHBURN, Pennsylvania State University: We have used this in one of our older residence halls. It is a product that is put out by U. S. Royal called U. S. Royal Vinyl Carpet. It does have a nice appearance and the acoustical treatment is excellent. The one real problem that we have found with this is that it is a little more difficult to maintain than we had anticipated it might be; and the installation costs were a little higher, also, than we had anticipated - at least higher than the salesman stated that it would be. It is put down with a mastic and a perimeter cement. It comes in about 54-inch width material on large runs. It has a pebble-type finish, and at a distance it does have the appearance of a rug. It comes in various shades. Each section is taped together if you put it in a corridor - and we had put it in corridors and students' rooms. We had found on the initial installation of this that our maintenance men did not completely follow specifications or, at least, the recommendations of the manufacturer; and they tried to do a little shortcutting and they eliminated putting the tape between some of the perimeter cement. When we first put a buffer on it, which they said we could do - we used a 17-inch buffer - it started to creep on us. We had to get the smallest buffer that we could put our hands on - a 10-inch one worked fairly well. You cannot damp mop the dirt out of it, only the top. If anything gets down in between the nap, you have to vacuum this out.

In our particular installation, it certainly quieted the area tremendously, but I think we would certainly give considerably more serious thought to it before we installed this in another building completely. We may do this in just corridor areas in some of our older buildings where we had just a cement type corridor that had been sealed and waxed.

One reason we used this is that we were having quite a problem and some complaints from the top echelon on slippery floors. This was, of course, the complete reverse.

Anti-slippery floors seem to be prerequisites now. We have been trying many various products. Mr. Harper was mentioning these new products that are coming out. We have been working with Franklin Research and other manufacturers, experimenting with various products. One product which we have recently tried, and this can be used on any type of a floor they tell us, is a product called Gard, which is somewhat of a sealer on an asphalt floor or a vinyl or what have you. You put two coats of Gard down and, then, a top finish of a product called Pearlite. This is a Franklin product, and this is a top finish, which can be damp mopped and buffed slightly; but it does not necessarily require buffing. At this moment we feel that we are going to go into a product from the initial opening of one of our newer residence halls with such a synthetic type finish such as Gard and Pearlite.

In the past, the product that we have found to be the most desirable of all wax type finishes is Finnell Hot Wax. I do not know if you are familiar with that or not, but it is put out by the Finnell Systems of Elkhart, Indiana. The wax is applied hot, and over the years it has been our experience that it is the best type of wax product that we have found, and the only reason that we are contemplating using something else is to try to eliminate the complaints of slipperiness.

We have made test runs by a device for measuring slipperiness. You take a bag with three pounds of BB or shot and a little scale measure, and you set up an evaluation of this. This is what we are doing now. I cannot think at the moment of the other product that we have. We have tried a number of them. As I say, Gard and Pearlite are the best so far.

MODERATOR GANG: I will tell you a little of my own experience. I worked in Michigan nine years as Building Supervisor of a group of seven residence halls before I came out here. There, when all the students came into lunch, we had a quarter inch of water in this main entrance to the building every day. I did quite a bit of experimenting with the different synthetic finishes, trying to keep something on that floor and found several that did a pretty good job.

On this matter of testing soaps and finishes, the thing I want to mention is this. In the residence halls the requisitions that were crossing our desks for all the different soaps, detergents, waxes, and finishes were getting fantastic; and the number of products had to be cut down. I do not know how many of you have ever been forced into this situation in having to sit down and look at the number of different products that are used. I found that at that time there were over 70 different products - soaps, waxes, detergents, synthetic finishes - being used in the residence halls and in food service. It was a difficult job and not exactly a popular one. I am sure we would not have won any popularity contest. The answer we got most often as to why some custodian or building supervisor was using such-and-such a product was, "I don't know. I have been here five or six years; and they were using it, and I just kept right on." That was really the only reason that some of them had. I cannot tell you how many different soaps, waxes, and detergents we tested in the next few years, but there were a great many of them; and in talking with the Manager of Research for one of the large companies, I asked him how many soaps, waxes, and detergents he thought there were on the market, and he said about 10,000. I said I thought it would be difficult to find the one best product, and he said it would be impossible.

MR. JOE HARPER: All the labels on containers and cans and all the literature and the salesmen say the same things, and

I think by now you have found out that every one of these products is not the best. The main thing that the manufacturers and the research people do in making a floor finish of any kind is to get a balanced product. You can overdo them in any one direction so you want a balance to give the best results.

The first thing that I think most everyone is looking for is wearability. There was some mention where there is a problem with sand; so certain areas had to be waxed once every two weeks. If we had better wearability here and did it once every four weeks, or more, so many man hours and such are eliminated, as well as a little material. There are a few subtitles under wearability that vary in different parts of the country and in food services, water resistance is a very definite function of wearability. To get that wear, it should be hard. This is to hold the soil on top. Along with the hardness, however, you have to have malleability or flexibility. This is part of the difficulty with many of the synthetics and the reason many people have had poor experiences. You have to have a flexible film because if you do not, you are going to have a scratch right through. You also need a little bit of this give to keep it from powdering because this causes a dust problem throughout the building, as well as wear of the floor.

You want all of these products to wear, to have water resistance, and to have hardness; but you want it to be removable by normal means, without excessive harsh or expensive cleaners, grinding abrasives, and many man hours. There are also some miscellaneous things, such as the lightness of the film color. With more and more light floors, you do not want darkening of the floors. There is also the factor of slip resistance, but I think that is less and less of a problem.

MR. ART ROE: Mr. Harper, I was very pleased to hear you neglect to mention cost. Cost means nothing.

MR. HARPER: It really does not. If this costs $10.00 a gallon and you had to do it one-half as often and take less daily care, it is worth it. The cost that the person buying the product often does not look at is the over-all cost. This includes the removability cost, sometimes, too. That is the real cost.

MISS EVA MOQUIST, Skidmore College: Could we have a little discussion on terrazzo floors?

MR. HARPER: I recommend the National Mosaic Association. If you have questions about terrazzo, you can ask the suppliers.

MISS EVA MOQUIST: In our case, they did a very poor job. That is where we started. It is beautiful; but when they were running out of time, they made an awful mess of it. It looks as though it just is not clean, and we have not been able to make that area look right.

MR. HARPER: I think this association is of some value. Almost all terrazzo contractors belong to the National Terrazzo and Mosaic Association, Washington, D. C. These people say that surface finishes or seals should be avoided wherever possible. There are actually only three seals in the whole of the United States that they approve at all for putting on terrazzo floors, but the only time these are really put on that floor is when you have an area such as the food scramble area where you anticipate staining or in an operating room where stains will get into terrazzo and stain just as a concrete floor. The other reason to seal a terrazzo floor is when the floor has been damaged. Foot traffic does not damage a good terrazzo floor. It will polish them.

If you have excessive porosity that is hard to clean, then, you might tend to seal it; but sealing won't perform all the miracles that people think. Normally, the only time a terrazzo floor is sealed is once, and that is right after it is installed. Generally, except to prevent staining, it is done to please the owner. So, it is sealed once to bring out the colors because it looks grey. The architect puts terrazzo floors in for the same reason that he uses other materials. They do not need the protection of these finishes.

MR. TED FARRIS, Columbia University: Would you say something about the maintenance of an old marble floor where porosity is a problem.

MR. HARPER: Basically, there are two things that a detergent should do; and to really simplify it, it should cut and carry. It should cut soil. It should penetrate and loosen it. Where most of them fall down is that they should carry it, float it up into emulsion.

MODERATOR GANG: I think it is now time to end the session, ladies and gentlemen. Thank you very much.

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VENDING - A NEW ERA

Moderator: Mr. Joe Wilson, Director of Dormitories, University of Kansas

Speaker: Mr. Frank Burge, Director of Student Union, University of Kansas

MODERATOR WILSON: Good morning, ladies and gentlemen. Frank Burge and I are delighted to have been extended this invitation to speak to you today on vending machines.

Snack bars are a real problem, as we see it, in the residence hall area. As residence hall administrators, we all know that the students do study, sometimes as late as 2:00 in the morning. Sometimes they get up early and start studying at 5:00. Providing them with an eye-opener of some kind is a little difficult to do with manually operated snack bars. We have operated them, and I am sure that you have. You know how expensive they are. You know the problem of the service hours, the problem of supply lines, the problem of handling this through your kitchen.

We think the vending machine is the answer. The vending machine is not perfect at all. Nevertheless, the problems are on the minimum side, and consequently, we think the vending service has a lot to offer the present-day student.

So, without further ado, Mr. Frank Burge, who operates the vending service throughout our entire campus, will speak to you now.

MR. FRANK BURGE: I am delighted that your association has extended an invitation to me to speak to you on the subject of vending. In addition to affording me the opportunity to come to this very pleasant site of your national meeting, it permits me to talk with you about a concept of merchandising which has given me results as satisfying as any phase of my responsibilities in the last decade.

In this talk I will try to cover the reasons for my enthusiasm, and in so doing, I hope that you may find my experiences of some interest to you.

Your program indicates that vending is, in fact, a new era. There is no doubt about that. Usually we think of universities as taking dynamic leadership in scientific development and other areas of endeavor. It seems to me that in the case of vending, the universities are just about on a par, perhaps even a little bit behind industry, on the national level. There has been a dynamic growth in vending at the industrial level nationally. I am sure you are aware that it represented a $3,000,000,000.00 industry last year. It is growing at the rate of 10% per year compounded, which means that by the 1965 year, vending will account for $4,000,000,000.00 worth of sales at the national level. On the university campuses alone, it is growing by leaps and bounds.

A great break-through in vending occurred with the development of the hot food machine, $100,000,000.00 worth of hot food sales occurred in the limited field this past year.

The development of vending as it exists today has not been free from problems, doubts, and even criticisms by members of our own group. For instance, I had one man call me up and say, "Hello, Ptomaine Poisoning Burge." He had seen a spoiled sandwich in a machine or something. So, it hasn't been a bed of roses or pleasant all the time, but I say, again, that I am convinced that it has some real answers.

Joe Wilson and I knew, as our enrollment began its steep climb, we were not only going to have to make more food available, but also more places where it could be obtained. Most new residence halls are built on tight financial budgets based on guaranteed occupancy. Revenues which can be pledged off operations are very important, and vending permits meticulous control of installation and operating costs and provides a predictable revenue. At the present time, we calculate that an 8-vending machine installation costs approximately $10,000.00, including area treatment and dining accommodations; a snack bar with food production area costs from $20,000.00 to $30,000.00. In addition to a reduced initial expense, our vending installations have other advantages: Around-the-clock service, a high degree of quality and portion control, a minimum space requirement and lower operating costs as compared to manual service. We have ten typical installations open 24 hours a day all year long. The investment of $100,000.00 produces approximately $160,000.00 to $170,000.00 annually in sales and requires four full-time persons - one-½ time person, eleven mature college students earning $60.00 to $70.00 monthly for nine months, a portion of an account-clerk's time, and necessary manage supervision. Contrast this with the necessary staff to operate ten snack bars, which at the very minimum would be 20 persons whose services, under current work-week conditions, could not possibly provide around-the-clock operation. In fact, they would necessarily be closed many times.

The demand for service and the interest in vending areas is enormous. The advantages of our vending installations actually exceeded our expectations. Some of the more significant ones are as follows:

1. A magic kitchen expander for our existing kitchens, enabling them to produce more food for general campus distribution without corresponding increase in basic equipment. By using existing production areas to make more items, we get the greatest amount of good out of our capital investment. The increased volume which each new perimeter installation produces is another factor toward reducing over-all labor costs. Through sound mass production techniques, it

takes very little more labor to produce additional units. In fact, there are often some "slack" periods where additional production can be achieved by simply using to the best advantage the time and talents of people already on the payroll. We have a specific example of this in the ice cream products area. Through the use of a soft ice cream malt machine at our soda fountain, it has been possible for us to produce, package, and store 600 chocolate malts without one additional hour labor cost over and above that previously required to operate the soda fountain. All ice cream products are packaged in advance at the fountain during periods of low sales volume and are boxed in cartons of 24 and placed in a low-temperature ice cream delivery truck. Our soda fountain supervisor smiles when he observes the significant wholesale "credit" applied as the increase in wholesale sales which reduces his labor percentage. He has become a manufacturer, a wholesaler, and a retailer, which is quite a positive illustration of maximum results from the investment of capital and the employment of labor.

2. Simplified personnel problems. At a time when labor costs are rising and both recruitment and supervision are requiring greater amounts of our attention, this is a most important factor. There is an alarming shortage of talented persons at the supervisory and professional levels, and it seems to me that the gap between the positions required and the persons available is widening. Your large universities which, a decade ago, had an adequate number of food service personnel at this management level, are today searching among their second echelon level with the thought that perhaps some in-service training will permit them to make managers from the ranks. In the 70's, there simply will not be enough people possessing the necessary skills to fill the needs on the college scene. By concentrating responsibility for service, it is easy to see that fewer people will be required for production, supervision, and service. Those skilled in the art of manufacture can be kept in the area where they can do the greatest good. At the sales and serving level, it is no exaggeration to say that finding the right people for food service is one of our big headaches. It sounds very simple to find a person to "take over" a snack bar operation working with a hot plate, refrigerator, dish machine, sink, malt machine, cash register,etc. Often things go well for a time. Then a delayed effect sets in, and the simple operation turns into

> a "red ink" operation. One may have a difficult time finding the exact source of the loss. There are so many loopholes for apparent profits to drain away that it is virtually impossible to find them, let alone plug them up. Inefficiencies may take the form of wasted food, improper preparation, poor portion control, poor sanitation, cash control problems, or a sales slump due to personnel reasons of service or appearance.

At this point, I would like to suggest that it is, of course, simpler to place a completely automatic facility in the new building than it is to replace an unsatisfactory snack bar with vending equipment. However, your specific knowledge of personnel problems and the local attitudes which are likely to be encountered, and your positive approach toward the benefits of the new automatic service, should result in a smooth transition. A word of warning is advisable - in the interest of retaining high morale, it is important to place attendants from the manual service areas in positions of comparable importance. You may find them well suited to perform in some phase of the new vending operation.

The creation of an automatic service program permits greater concentration of supervision at the production area and permits precise controls for both quality and quantity. Preparation techniques and equipment are constantly being improved, resulting in longer shelf life of the product, and insuring that foods may be held and served at the proper temperature.

The biggest problem we have with the hot food machine that holds foods at a temperature in excess of 40 degrees is that you have a dangerous area between 50 degrees and 120 degrees. Bacteria grows very fast between 50 degrees and 120 degrees, and above 150 degrees deteriorating is more rapid than it is at the 40 degree range. A hot hamburger or a hot cheeseburger has a limited shelf life at 150 degrees. I suggest that here is an area where we, in the university field with our institutional managements, our food preparation people, our dieticians, etc., can perhaps take real leadership in these areas of preparation. Surely we shouldn't leave it to industry or to the giants in the vending field to show us the way to hold food. For example, I am fooling around right now with a way to hold a hamburger. Take a hamburger bun, put it into a broiler for a brief moment so that the juice does not absorb into the bun to carbonize the surface of the hamburger bun. Put that hamburger on a char grille with a little more salt than normal. Take the hamburger off, put it on the bun, seal it in polyethelene or a good Saran Wrap (not cellophane which will crack and dry out) and this hamburger has got a shelf life of nearly eight hours at 150 degrees. Now, I have had some miserable hamburgers where the buns were soggy and juicy and so on and dry when you try to hold food at 150 degrees. I am suggesting to you that perhaps we should and can take some real leadership in this area in solving some of the problems that are inherent. I refer again to my statement that there will be a significant break-through in terms of problem-solving when, at the drop of a coin, you can energize a machine that will take a delicious product from a frozen state to a super-heated state to a palatable temperature in less than 10 seconds. This breakthrough, to my knowledge, has not occurred. There are many people working feverishly hoping they will be able to develop the machine that will do this.

In addition to other control factors we have talked about, another important aspect is merchandise inventory control at the sales area. Sometimes we need to pause and realize that we are engaged in a business with such a low net margin (5%) that one item stolen or wasted requires 20 new sales to make up for it. Therefore, quantity and inventory control is necessary. It is rewarding to observe the financial controls at work under the retail inventory concept in vending. It is just this simple. For example, 100 items placed in the machine having a retail value of 25¢ each give us a beginning machine inventory of $25.00. If additional replacement items are added having a value of $10.00, the control merchandise available for sale would be $35.00. At any moment, cash resulting from sales can be removed from the coin box, the amount removed subtracted from the amount of dollar value of merchandise available for sale, and this figure should be equal to the retail value of merchandise remaining in the machine. This is obviously much simpler than in the snack bar, and any discrepancies will be promptly discovered.

I have prepared several charts which I feel will be worthwhile and will permit you to analyze to the extent you wish a typical vending operation.

(Charts handed out and discussed.)

SALES AND TYPICAL OPERATING COSTS

	NAMA	KU
Cost of Sales	53.48%	60.72%
Gross profit	46.52%	40.00%
Payroll	16.78%	15.20%
Maint. of Mach.	1.33%	1.40%
Commissions	8.40%	5.00%
Depr. on Mach.	6.52%	5.20%(8 yrs.life)

(continued)

	NAMA	KU
Other Depr.	.86%	1.10%
Auto	1.58%	.80%
State Sales Tax	1.36%	2.50%
Other Taxes	.91%	--
Insurance	.76%	.50%
Bldg. rent	.68%	
Light and heat	.22%	
Tel. & tel.	.28%	
Office	.25%	
Legal	.28%	All 2.8%
Interest	.42%	
All other	2.75%	
Total Oper. Exp.	42.52%	34.5%
Net Profit	4.00%	4.78%
Other Op. Income	.72%	2.2%
Profit before taxes	4.82%	6.8%

SIGNIFICANT BUSINESS HIGHLIGHTS:

Annual Sales per machine	$ 976.00
Sales per employee	$ 31,100.00
Inventory Turnover	14.6 times

COST OF SALES DETAILED BREAKDOWN:

Candy	56.6%
Cigts.	77.0%
Cold Drink	51.0%
Hot Drink	52.0%
Ladies personal products	76.0%
Stamps	83.0%
Sandwiches	68.0%
Milk	45.0%
Ice Cream Products	66.0%
Pastries	54.0%

PRODUCT DISTRIBUTION SALES:

Sand. & Food	14.0%
Candy	18.0%
Cigts.	21. %
Cold Drks.	16. %
Hot Drks.	3. %
Milk	14. %
Ice Cream Prod.	9. %
Pastries	5. %

I feel that I should spend a few minutes on the matter of getting a first-class vending program started. It is important that the responsibility be concentrated in one area and placed upon one administrator. This person, or operator, will function best if he can look to one person in the university administration for policy decisions, counsel, and financial policy. We feel that the analysis sheet (Market Survey) is a great help in arriving at a decision as to whether or not to install a vending installation. As to the question of whether to contract with an outside vending firm or to operate your own, the important factor is to insure that the operation is characterized by excellence. It is my opinion that vending facilities created as package units should be considered fixed equipment, permitting financing such installations as a basic part of new buildings. Certainly those items of equipment firmly hooked in place by utilities would qualify them as fixed equipment equally as well as a large refrigerator or stove.

Now for problems in a vending installation. There are always potential problems when we are dealing with perishable products. The solutions rest with the careful selection of equipment, keeping one's fingers crossed about power failures, prompt servicing and repair of machines, and competent management. Obviously, when the machine is out of order, the store is closed. I am pleased to see the increase in the training programs for vending personnel. A very excellent one is currently being offered in my area at Kansas City by the Vendo Company. It is a 5-day course taught by very competent people at no expense. The only cost is for personal living expenses.

A frequent question is, "What about customer acceptance?" Our students and faculty have not only accepted the concept, but have been very enthusiastic. Vending, with its multiple-item exposure, means very fast service for very large crowds of people and virtually eliminates the waiting line. Statistics nationally indicate that university administrators are giving serious attention to this concept of vending. In the last five years, the ratio of students per machine, or machines per student, has changed from one machine per every 127 students, having been faced with this dynamic growth in enrollment, to one machine per 50 students today.

We must constantly urge customers to refrain from being litterbugs, and this is especially important in service areas where the customers transport from point of purchase. For excellent guideposts in sanitation and maintenance standards, I commend for your reading and reference the U. S. Department of Health, Education, and Welfare pamphlet entitled, "The Vending of Foods and Beverages . . . A Sanitation Ordinance and Code."

Another question invariably asked is about the imagined problem of making change. No matter what type of operation, it is necessary for the seller to give change to the buyer. In many cases, the machine will do this automatically and always accurately. Most top quality machines now have reliable coin changers, and in the larger area treatment installations, the paper currency changer is desirable. These bill changers may be purchased or leased, more usually leased. I do feel that the ready availability of change is a must. The problem will certainly be eased considerably when this bill changer gets common. We do feel that ready availability of coins in the various denominations is a real stimulant to business.

In conclusion, I would like to say that I feel we will see vending grow by leaps and bounds on our college campuses in the days ahead. It will always be our responsibility to provide wholesome food and refreshment service for our students, and it has been my experience that vending is an excellent way to achieve this goal.

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CIVIL DEFENSE

Moderator: Mr. Frank Bowman, Director of Housing, Long Beach State College

Speaker: Mr. Evar Peterson, Director of Civil Defense, Long Beach, California

MODERATOR BOWMAN: Our campus is located near a very large airport with planes landing and taking off daily. We are also in an earthquake area. We are close to the oil fields. We are concerned with more than just atomic attack. Therefore, we have made our plan a little broader than just the atomic attack. I am the Housing Officer, and we are set up to help the community in case of a community disaster. We also are set up to have an emergency hospital on our campus in case it is needed.

We hope to rehearse our plan this coming year. We have a warning system. We have our shelters. They have been checked and approved. They are marked. We have stored food and water in the shelters. We have selected our staff. We have trained our staff. Our head residents and many of our students in the residence halls have and will continue each year to take courses in medical self-help. We think we have a program that will be a continuing program. It is going to be a problem to keep the interest up, now that Cuba is behind us.

SPEAKER PETERSON: I would like to add that the cooperation we have had from the school is remarkable. As soon as

President McIntosh became convinced there was a community program that made sense, he was willing to go ahead on the campus.

A college is ideal as a large medical center. As Mr. Bowman says, we have placed a 200-bed emergency hospital at the Veteran's Admission Facility which is adjacent to the college campus. They store this 200-bed hospital, which is packed for long-term storage in what we call "moth balls." That 200-bed hospital can be immediately moved over into the gymnasium on the campus and set up there. We have drawn the charts so we know exactly where the operating rooms, the wards, the pharmacy, supply rooms and kitchen will be. It is all planned for, including the staffing. The nurses and the doctors are assigned. Because we have the second largest Veteran's Hospital in the nation at Long Beach, 1,600 beds, we anticipate 800 of these patients will be ambulatory. They have chronic illnesses such as heart conditions, a slight neurosis of some kind, or perhaps tuberculosis. They don't have to be in a hospital when more critical patients need that bed space. We anticipate moving these 800 patients over to the State College and teaching them how to take care of themselves with a minimum amount of supervision. That will free 800 beds for the more critical people during and following the disaster.

We anticipate that ultimately the State College will become a 2,000-bed hospital. In most communities it is not a problem of finding the facilities; the weak link is in the number of doctors and the amount of pharmaceutical supplies available. In this country we only have pharmaceutical supplies available now to last three weeks in an attack situation. It doesn't have to be this way. We can stockpile more of these things, but we have to make up our minds we care enough about our survival to do it.

MISS BETTY ARNSMAN, Purdue University: We happen to be in an area where there is considerable apathy towards Civil Defense, but we do feel the emphasis is becoming greater and greater. Is there a Civil Defense officer in each state who will come to universities to enlist our help?

SPEAKER PETERSON: Ultimately you must deal with your local man because it will be almost impossible for the state office to go out and deal with the various locations. Organizationally, this would not be sound. I am sure that a university of the stature of Purdue could prevail upon the state office to give you that assistance.

Illinois doubled its budget this year. That is progress. We only spend enough money for Civil Defense in the City of Long Beach to buy every man, woman and child a package of cigarettes, not that they would want one but that is the equivalent of the money we spend in Long Beach. It is just a token in a year's time, yet we still can do quite a bit. If we could take one billion dollars and apply it toward a Civil Defense program in this nation we could start to get this other half of our national defense capability. No matter how much we spend for military purposes, it doesn't mean one thing in a nuclear attack today, because it isn't going to protect you and me. It isn't going to because they do not have the capability of keeping the missiles from landing on the targets. Therefore, we become involved whether we like it or not.

MR. BOB JONES, University of Arkansas: How do we account for the hesitancy on the part of many areas around the country to get behind the Civil Defense program?

SPEAKER PETERSON: I think part of this can be explained by the fact that Civil Defense in its very early conception was dealing with a much smaller weapon. The technological advances came so fast that it was almost impossible to keep up as far as our planning was concerned. We had the problem of many people, scientists and so forth, having different ideas about Civil Defense. We were looking for the answers, so everybody got into the act and all you had was a lot of confusion. Not too many years ago you could pick up a newspaper on any given day and find articles completely opposed to one another in their views as to what we should do about Civil Defense. After you read these things so many times you start to lose interest in the program and you say, "Well, nuts. If these guys who are supposed to be our leaders don't know what to do, let's forget it and wait until they finally make up their minds and then we will recognize the program." Perhaps finally we are beginning to reach that point where we have a program. I hope so.

MODERATOR BOWMAN: Along this line, I just read a newspaper story where the congressional committee that has been holding hearings on the shelter program has nearly completed these hearings. It was the opinion of the writer that the committee is now sold on the need for a shelter program.

SPEAKER PETERSON: This was Congressman Hebert's subcommittee. They held the most extensive hearings on Civil Defense that have ever been held in the Congress. Probably over a hundred witnesses appeared before this committee to give testimony. Eighty per cent of those who testified, such men as Dr. Teller of the University of California, were in favor of the program and gave very cogent reasons for it. When the committee hearing started off with a report from their own committee council, this council's report was very negative towards Civil Defense. They decided to go ahead anyway. The result was that they unanimously voted to their full committee that this legislation be passed.

This particular piece of legislation was an authorization bill for a shelter program. To date Congress hasn't authorized any money for shelter construction. They have authorized money to survey our existing buildings, which has enabled the campus at Long Beach to have the shelter spaces marked and stocked. We have done that now for over a hundred million spaces in the United States in existing buildings. They have never authorized construction money. If this bill does go through, for the first time we will have something in this country, because it will authorize $25 for shelter space, creating new construction or old construction through modification of the building. This will be of vital concern because if you are constructing a new building you should give serious thought to whether or not you should get the $25 shelter space. If you are willing to accept it, it is given to you no strings are attached, other than good shelter. It is additional money to add to what you would spend anyway to incorporate the shelter features in your building. I think you will be able to sleep better, if this does happen. Once you will know the students can have some space in which they can shield themselves, $25 is not bad. To give you a concrete example of how this would work, we just recently completed a two-story underground garage in Long Beach. It will house 488 cars. It will also house 10,000 people in addition to those cars. We use the cars in the program and they don't bother us one bit. This is a very fine shelter. The City Council appropriated $41,000 to do certain things to this structure to put in a well, a room, a generator for emergency lighting and to keep the air conditioning going. If this program had been in effect at the time this building was put up we could have gotten 10,000 times $25. That would have gone a lot further than the $41,000 our Council appropriated. Of course, you won't find very many councils in this country, unfortunately, that will spend $41,000. We did in Long Beach.

Thank you.

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AUDIO-VISUAL TRAINING SESSIONS

Moderator: Mr. Robert L. Page, Director, Men's Residence Halls, Purdue University

Discussion Leaders: Mrs. Joan Smith, Assistant Director of Special Services, Southern Methodist University

Mr. John Dombroski, Personnel and Training Officer, Pennsylvania State University

MODERATOR PAGE: Before beginning today's discussion on training, which will cover training aids and techniques, I would like to review with you the functions of your training committee and the progress made during the past year.

Basically, the charge of the committee is threefold: First, "to alert." This means to provide an atmosphere within ACUHO which will generate discussion on the part of the membership and will encourage them to analyze their individual problems from the standpoint of, "Is there a solution through training?".

Creating an atmosphere wherein people will become training conscious calls for showmanship and depends upon interest builders or, if you prefer it, depends upon "propaganda" and advertising.

Repetition is the stock in trade of the advertising man, so it is with training; but repetition in itself can be monotonous unless interest builders are used to provide an exciting and stimulating approach. We will discuss techniques which create interest later in today's session and demonstrate equipment which provides for a change in pace at training sessions.

At the meeting at Columbia University the theme of your committee was "to alert." This was accomplished in part by use of a "gimmick" which I can call the "Trainman." This "Trainman" was the signature of the committee which appeared on posters that were located in conspicuous locations in the residence and meeting areas; the wearing of a trainman's cap by members of this committee called attention to training and provided an easy means of identification for those who wanted to discuss training with the committee. The "trainer" became the trademark of the committee at Wisconsin and discussion, both pro and con, was stimulated by a trainer's whistle and hat.

There is a well-known saying, "What goes up must come down." This saying holds true for interest generated in training. The enthusiasm generated cannot stay at its highest level. The job of continuing the interest and maintaining or recreating the enthusiasm is something that is never ending. It is with this idea in mind that the "Trainer" was added to the "trainman" and you were exposed to continued showmanship in training.

A second charge of the committee is "to provide" - provide ideas, stimulation and programs as well as an opportunity to permit the exchange of ideas on training. This area was touched upon in the Interest Sessions at Columbia and Wisconsin in the displays on training. Your committee prepared and made available various training materials, including a manual entitled "Supervisors and Managers Training Program." This manual stressed the need for training managers and presented a training program covering techniques of supervision in outline form. This program stressed training through discussion groups which is one of the techniques to be discussed today. Another publication covered the "Custodial Training Program" developed and used at the University of Houston. This is a complete program which could be adapted for use in any residence hall custodial training program. A third publication was an outline for a "Training Program for Personnel Staff in Residence Halls" and dealt with the needs for training and good communications and outlined specific areas to be considered in your own programs. In addition, training slides were shown and the techniques of incorporating these into individual programs were discussed. At the University of Wisconsin training manuals were discussed, as well as various sources for obtaining training programs and training aids which would provide a basis for designing your own training programs to meet your specific needs.

The third charge of the committee is "to educate." In December, 1962, the first Housing and Food Service Institute was held in Dallas, Texas. This week-long management training seminar was developed by the Personnel Training Committee in conjunction with the Management Training Staff at Southern Methodist University. The eighteen ACUHO members who participated were well-rewarded for their attendance even though they worked too hard and played too little. The committee plans on running this program for at least one more year. Experience has indicated that a class of 25 to 30 members will complete a class. I sincerely hope that each one of you will investigate further the tremendous educational experience available through this program by talking to those who attended in December or to any member of the training committee. Again this year as last year, the committee members can be readily identified by the trainer's cap and whistle.

The remainder of the program involved the use of:

Closed Circuit TV
Demonstrations
Training Aids & Techniques Publication
Overhead Projector
Motion Picture Projector
Audience Participation
Skits
Opaque Projector
Tape Recorder
Bulletin Boards
Lecture
Slogans
Posters
Sound--Slide & Strip Projector

35 mm. Camera
Record Player
Flip Chart
Props
Group Discussion
Pass-outs

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RESIDENCE HALLS PROGRAM "OPERATION KNOWLEDGE"

Moderator: Mr. Bruce E. Gurd, Director of Housing, University of Houston

Speaker: Miss Jane Greer, Manager, Women's Residence Halls, University of Texas

MODERATOR BRUCE E. GURD: Good morning one and all. We are pleased to have you with us. This session, I think, is going to tie in very, very nicely with some of the things that have been constantly repeated since the beginning of our conference.

We keep talking about bringing education somehow into our residence halls and still not be competing with the academics. Housing does and should play a real strong supporting role in the academic area. We must find ways, as we have been told, and as we have known, and as we have thought over the years, to bring this somehow into our halls to where it has real meaning and some real import.

Miss Jane Greer, who is the director of Women's Housing, University of Texas, in Austin, has been doing some research in this area through a Foundation grant. So she comes to us with some qualifications and some real experience. I will just turn the meeting over to her in just about one minute.

MISS JANE GREER: We all have heard from our two keynote speakers of the need for an academic program in our residence halls. In 1957 the National Association of Women Deans and Counselors in their handbook for student residence halls said:

> The program for residence halls is really the instrument by which all its purposes are achieved. These specific purposes of the hall represent one aspect of the general objectives of the college as a whole, of the total program for higher education in our society. The residence

> hall program is totally and always an educational program and it can be effective only to the extent that it is integrated with the educational programs and objectives of the whole college or university.

We in the University of Texas in the fall of 1961 in our in-service training program began to challenge ourselves with a real need of the place of the educational program at the University, and also the place of the woman in the changing world, what her educational needs were, and what her environmental factors would do in contributing to this.

The University, as did all universities at this time, was raising its academic standards, and we felt that we too must raise our standards. We felt it was time that we took a hard look at ourselves. This is not always a pleasant thing to do. Believe me, you really get shook up.

We decided that there was more that we could do, and above all, we needed to evaluate what we were going to do.

The report I am going to give this morning briefly deals with the experience that we had in the 1961-62 academic school year, the evaluation that followed, and some of our findings.

This program became known as "Operation Knowledge." The key person for this was Dr. Wincie Blanton who was finishing her doctorate degree that year. She was what we would call an assistant resident counselor.

So with that background let me give you briefly the year of "Operation Knowledge."

The role of the residence hall staff in stimulating, creating, and maintaining a living-learning situation was the subject of our in-service training program. We were looking at ourselves very carefully. The general discussions emphasized living-learning, and our role. The challenge was accepted by the staff at Kinsolving Dormitory and they went back into their group meetings and began to do a little brainstorming. They came up with the idea that they would accept the challenge to see what they could do to stimulate learning and increase the academic standards of their residents.

Let me tell you that this staff is composed of three resident counselors. Kinsolving houses 776 students. One wing is for freshmen and the other wing is for upper class divided almost equally.

There were seventeen student assistants, seniors or graduates, who worked 15 hours a week, and who received room and board.

So this report is to give you an idea that something can be done in the field of academics and learning in your residence halls, even if you are not fortunate enough to have a professionally trained counselor per se in your building.

Initiative, imagination, and creativity can do this for you.

The objective of the staff became one of creating their living-learning influence. They wanted to create an intellectual climate in the large building. We had gone through some problems the year before and they were not always good remarks made of our larger building. I'm not sure any of you have these, but we do.

They wanted to prove that the climate itself can have some influence on the students, can change their behavior patterns, can influence their attitudes, and can create a different value of both the student herself and of her academic standing.

Their hypotheses that individuals are motivated by the academic achievement of other students and are strengthened by their peer groups remained throughout the year as one of their guiding forces.

The Kinsolving program as devised by the group became known that year as "Operation Knowledge." An interest in this program was created by very effective signs with only the letters "Operation Knowledge" placed in key positions in the foyer, and as each student came in that year he was confronted with these words "Operation Knowledge." On each floor was the term "Operation Knowledge." We have a rush week and orientation week and registration week. During those times the students saw these words and no answers were given to any questions. Their interest was continually created by not knowing what "Operation Knowledge" meant. The student assistants worked very hard at keeping this a semi-secret. All this time they were meeting at night, doing their other work, registering, participating in the job as student assistants, and yet on the side were planning what would be the kick-off of "Operation Knowledge" which was an academic rush week.

Academic Rush Week became a means of creating their first insight into what was Phi Beta Kinsolving. Academic Rush Week was first. Second was the formation of their new scholastic organization that became known as Phi Beta Kinsolving. It was chartered by the university, and is now an honorary organization on our campus.

The third major interest for Phi Beta Kinsolving was to be "Who's What Among University Women in Kinsolving."

Their countdown came on Sunday evening preceding the first day of classes at 11:00 p.m. At this time, Dr. Barnett, our Dean of Students, came and was asked to give the keynote speech. His topic was "For What Have We Time?" It was a very challenging speech. The girls came down in typical pajama fashion. At that meeting we had a staff of the Dean of Women and the other supervisors of women residence halls. It was presided over by a student. The program ended with all of the lights being turned off except for one spotlight on the piano, and one of our music majors sang very beautifully, "God Bless This House." That became the keynote and the theme of the residence hall for that year. You can imagine the psychological impact with 800 girls seated and this song being sung.

Then on Monday the students had academic rush week. Academic rush week consisted of very carefully selected professors. They were screened by the students themselves. The student assistants and the advisors who were honorary students in our building were selected to assist the staff. Each one was screened for the thought that he would communicate well with the residents who were freshmen and transfer students, along with our regular students who were already used to the activities of the campus.

The purpose of Academic Rush Week was to give the resident students an opportunity to pledge a university honorary or a service organization. You will note that for four nights we had three or four persons who came into the residence halls immediately following the evening meal for a meeting. Our dining room is very large, and we can break it into four sections with the use of the modern-fold doors.

This went on for four nights. In their final evaluation I believe that they felt that it would have been better had they gone for three nights with maybe five persons. The professors were most enthusiastic about the opportunity of coming into the residence hall, having a chance to propagandize for their department, for their honorary organization, and for the privilege of meeting and talking with these students in this informal manner.

The students themselves were enthusiastic about it. We kept saying to those who were conducting the program, "Remember, it is not the number that attend the meeting, but it is the enthusiasm of those who come. And if it fits the needs of one student, one night, your effort has been well worth it. You must not evaluate your final effectiveness of your program in the number that attend."

We were pleased to note that some nights we had as many as half of the students in attendance at one of the meetings.

This included, remember, upper class girls with other activities going on on the campus.

We found that many undetermined majors attended all four nights and went to hear various professors in order that they might know what that department had to offer.

We found that some of the professors who do a great deal of work in techniques of study and how to study, how to orient themselves in their academic new environment, gave this information to the students. It was to have lasted one hour. Sometimes we had to shoo them out at the end of two hours.

Phi Beta Kinsolving charter members were the seventeen student assistants because they were the ones who had originated it. Their purpose was to serve as both a scholastic stimulus and a reward to Kinsolving residents who maintained an outstanding scholastic record.

The charter meeting was held again at 11:00 o'clock, and we were invited by written invitations to attend. They began to ask, "What else can we do?" So they devised a questionnaire to find out the major of all of the residents in the unit. We were overflowing at this time and at 800 instead of 776 students.

They called this "Who's What Among University Women in Kinsolving?" They did this as an aid to the student to know who else lived in the unit was in the same major field. This became very helpful. In fact you might say it ended up being a free tutoring service to students. They marked those who would indicate they were willing to assist other students who were having difficulty in their major field. This is still being done and is still very important.

We were interested in the majors we found. Fourteen major classifications were in our residence hall.

These permanent copies of "Who's What Among Kinsolving Ladies" were posted on the bulletin boards for use throughout the semester, and every student was given one. Again it was said, "With compliments of Phi Beta Kinsolving."

They found in evaluation at the end of their year that this was good, and it was repeated in the fall of 1962.

Another activity that Phi Beta Kinsolving carried on early in the fall was that of compiling a roster of all of the libraries and their room numbers and locations in the buildings. On our campus there are departmental libraries besides the major library. Much of the material that students need is found in a departmental library rather than the central library. This is very confusing to a freshman student on a large campus, so they compiled this and gave every girl a copy where she could find her library in her building, and the hours that this library was open. It proved to be very valuable and was again repeated.

They found that these little things that they did began to create an interest. "How can I become a member of Phi Beta Kinsolving?"

While they were doing these things they were also studying the academic records of the residents, upper class girls, and were able to by October 26 initiate the first new set of members into Phi Beta Kinsolving. In the meantime, they had drawn up a charter. They had devised a certificate of membership which we, the residence halls, paid to have printed.

They initiated the first group in the fall semester which were, of course, all upper class girls. In the spring semester in the second initiation we brought into the organization the first group of freshmen.

I will say that we had very few students that refused their initiation to join Phi Beta Kinsolving. It was an honorary of honoraries, to my knowledge, and I have not been able to find any indication that another one has been so chartered in a residence hall.

Of course we, the staff, were very much interested in what effect this amount of time that was being spent was having. We knew that it would take later into the semester to find out.

We received quite a substantial grant from the Hogg Foundation to pay Dr. Blanton that summer. Then the residence halls contributed its part to her salary and living arrangement, so that she would have additional time and three months in the summer after she had finished her doctorate to do our evaluation.

We, of course, were most eager to know what would be the effect of our year of emphasis on academics. There was not one time, one day, in that long session, that academics were not before those students.

"Operation Knowledge" remained on the front bulletin boards with additional creativity. Signs were put up for the faculty-sponsored nights with faculty speakers which we brought into the residence halls again and again and again all year.

The other buildings that are in women's residence halls went along with the normal type of program.

They, of course, had accepted the challenge to some extent, to see what they could do, but they were not putting the emphasis into the project as was Kinsolving. We deliberately and intentionally kept it that way, because in order for us to evaluate we had to have a little controlled situation, or our figures would be useless.

In the spring semester with the assistance of Dr. Blanton and the money from Hogg Foundation, we began our evaluation. We went back to the admission scores. We went back to the entrance exams, the advanced placements, the IQ's, all the information we could find in the testing and counseling center, the registrar's office and in the academic professors or departmental offices that would give us any insight into our freshman women in Kinsolving.

The freshmen unit was used because we felt it was a more controlled unit than the upper class units. We had another freshmen unit on our campus in our residence hall program that we could use as our comparative study.

We began to study these two groups to get the information which I have just indicated.

We found that in comparing the students of 1961 in Littlefield and Kinsolving South, there was no difference in their intellectual IQ's.

We found that in the previous fall nine percent of the students living in Littlefield were named to the Dean's List Honor Roll while that year only seven percent of Kinsolving's freshmen had been named to the honor roll.

But in 1961, at the end of the fall semester, after our emphasis on academic in Kinsolving, and with just a normal program going on in Littlefield, we found that ten percent of the students at Littlefield were on the Dean's List. This was an increase of one percent.

We found that in Kinsolving thirteen percent of the students had made the Dean's List, which was an increase of seven percent in the number of freshman women that made the Dean's List.

Even if we had stopped there we would have felt our year had been most successful, but we were interested in additional information. Therefore, four tests were given. One of the tests was devised specifically for this study, and it is called "Aspects of College Living" by Blanton.

After consultations we came up with the fact that we should sub-divide the group into the honor students, the average students, and the scholastic probation students for comparisons.

During the spring semester there were 50 honor students, 54 average students, 34 scholastic probation students. We sent them all a letter requesting them to take the battery of tests. The manager signed the letter so that they would know that it was most important for them to take these tests.

We also found that our study indicated that what a student learns in college is determined in a very large measure by their fellow students, or more precisely, by the norms of behavior, attitudes, and values that prevail in the peer-groups to which each student belongs.

So we felt that our peer-group of living was most important.

The students took the tests. Eventually every bit of material we got was placed on IBM data cards. It was processed. Many different types of information has come from it.

We believe we can determine promising students, academic risks early in the year, and you can do something to help the academic risk student. Also that we can use some of this information in the placing of students when you begin to make your program assignments.

We were trying to seek the types of information of their self-evaluation, their peer-group evaluation, and what they saw in the university.

The honor students were those who had made 39 or more grade points during their fall semester. The average were freshman women who made less than 39 but more than 9 grade points. The scholastic probation were all the freshman women at Kinsolving who had made less than 9 grade points and had been placed on scholastic probation.

This data and the test that we gave was called the "Aspects of College Culture," which was a very simple little test that the students could evaluate themselves, the university and the residence halls.

We said to them that collegiate culture describes the world of football, fraternities, sororities, sports cars, campus fun, etc. The academic culture symbolized a quest for knowledge and stimulating ideas through faculty-student relationships in the library, laboratory and the seminar. The vocational culture describes the world of the off-the-job training with courses and credits leading to a diploma and better job placement. The non-conformist culture symbolized a student's style of aggressive non-conformism with critical detachment for the college and its faculty.

We asked the students to write themselves as they saw themselves, collegiate, academic, vocational, and non-conformist. It was interesting that when we finally tabulated these that we found that most of them emphasized two points: Academic and collegiate. We found that the emphasis that you personally feel is important. That of the honor students, 72% of them said the thing they felt was most important was academics. Collegiate showed 28%. Of the average student 65% felt that academics was their first image of themselves. Thirty-five collegiate. The scholastic probationers felt that the emphasis you personally feel is important. Only 52% said academics, and 48% said collegiate. So we could see why they were on scholastic probation.

As they saw the university, the culture of the university, they symbolized it as follows: The honor students academic 44%, and the collegiate 56%. This sort of shook up some faculty members. The majority of the honor students felt that the university culture was more collegiate than academic.

Fifty-eight percent of the average students felt it was academic. They would have to work a little harder. Forty-two percent felt it collegiate.

The honor students and the scholastic students saw 44% academic and 56% collegiate, which were identical figures on the students percentage-wise.

Their culture of Kinsolving Dormitories as they symbolized it shook me up. Twenty-two percent felt it was academic, and 78% felt it was still too collegiate, whereas for the average students 35% of them felt it was academic, 65% collegiate. With regard to the scholastic probationer the percentages were 29 and 71.

So we wondered again what had we accomplished in our academic emphasis for the year.

That was their psychometric evaluation of themselves, and is one that could be given by any person. It is a very simple, little test. We gave it to the Littlefield girls, and we found that our percentages ran very much the same. We did not have the same control over the giving of the tests that we had in Kinsolving, but we did do some evaluation of it.

The next we did was Peck's "Guess Who?" This is Dr. Robert Peck's test which he devised in working with us in the spring semester to determine the sociometric feeling of students as their peer-groups evaluated the students. It again was a very, simple, test. We had eleven questions placed on this test. Attached to this test was a list of all the students participating in the test which were the honor, scholastic, probation and the average. They evaluated the peer-groups themselves. We were trying to find out what they felt in evaluating themselves or evaluating their peer-groups. Some of their findings we felt were important.

We found that 92% of the girls who were honor students were indicating that they felt joy in studying, that studying was a joy. This is the way other people saw these girls. Fifty-eight percent of the average students were named as indicating joy. Three percent of the scholastic probationers did. So it was very evident that students were aware as to who enjoyed studying.

We asked another question which we felt was significant and which has been used in our psychology department. The question was, "Which students seem happy to you?" Seventy percent of the honor students were happy. Only 41% of the scholastic probation students were happy.

You and I know how much of our time is spent in counseling and in guiding and working with the students who are on scholastic probation simply because of the personal problems which they reflect. This certainly was an indication of that.

We found that another real important result was that 38% of the scholastic probation students had an independent attitude, whereas 78% of the honor students were independent thinkers. Sixty-two percent of our scholastic probation students were seen as dependent upon someone else. Thirty-eight percent of the scholastic probation students were seen as anti-social, whereas 62% of them were social. So we wondered if their sociability was one of the reasons they were on scholastic probation. It was the reverse for the honor students. It was 60-40.

The average students in most cases came between medium. Forty-three percent anti-social and 57% social.

We found that those were specific results. There are some other findings here if you would like to hear them. It was found that 82% of the honor students were indicated as people who had a self-direction and knew what they were doing, whereas only 38% of the scholastic probationers had any self-direction. For the average students it was 75%. It went 82, 75, and dropped down to 37.

Under the emotional student we found that 56% of the honor students were emotional, whereas 60% of the scholastic probationer students were emotional.

This gives you some idea of what we found from this very simple test. For instance, it goes like, "Name two girls you would prefer to room with next year. Name two girls who enjoy their studies and do them with real personal satisfaction. Name two girls who seem to enjoy anything."

It was a very simple test that could be given early or at least by the beginning of the second semester, and would prove of value to most people.

Next we used the Iscoe-Patterson dormitory living test. We were interested, and you probably will be too, to note that our scholastic probation students had had two or more roommates by the latter part of the spring semester, whereas most of our honor students had remained with the same roommate.

We picked up much information from this concerning the activity patterns, and concerning some of their behavior as they saw themselves.

The last one we used was Peck's Biographical Information Sheet. From this we were trying to seek the background, the health patterns, the health history, the pre-college preparation, the work experience and future plans of these students.

We believed that these tests could be given by your non-skilled, non-professional residence hall staff person. We believed that they could find them valuable. We know that the professionally trained person could use them to a greater advantage, but if we do not have the professionally trained person there is no reason for us not to do some things with our less skilled staff.

We know that the testing and counseling centers on all campuses are just as eager as we are to assist in studying and evaluating what influence your living arrangements are having upon your students. These tests are important. We found that the counselor who was not trained could be given this information discreetly to handle and told some of the uses of it and how she could do it. She received an insight into human behavior. She also received insight into some of the patterns of behavior that develop between the average, the honor and the scholastic probation student. It is helpful to her in her work with the students.

We know that the strong points were selected and handled as well as the weak points.

In summarization of this report, our year of study proved an effective program resulting from higher academic achievement can become a part of the residence hall program regardless of the qualifications of counselors, residents' assistants or whatever you name. This program can be put into operation at a very nominal cost and can be adjusted to meet the needs of any size unit. It does require the enthusiasm of the staff and the student leaders. It also demands a genuine interest from the administration as well as enthusiasm. This genuine interest must be felt in order for the students and the staff to continue with the added work. They did all of this on their own time except for the summer final evaluation that was made.

The cooperation of the faculty is absolutely essential, and it certainly can be gained. If it can be done on a large campus, it can be done on any campus. Their willingness to assist, their desire to come into the residence halls, the feeling of fellowship that developed between the staff and the faculty cannot be emphasized too much.

You may have a program that differs from this. Whatever it is, you, the administrator of some phase of your living unit, needs to know what this program is. Your faculty, your student body needs to know that you are doing something in the field of making living experiences academic experiences.

Maybe your program consists of language tables at the dinner hour. If you haven't tried this you will find a great deal of stimulation comes there, in which the various languages are spoken at the dinner hour.

Phi Beta Kinsolving this year, at the end of last year, devised a plaque which they gave at the end of the fall semester to the wing and the floor that had the highest academic grade points for all of their students. It hung outside the elevator. It is a very cherished plaque that everybody now wants.

This was another means of stimulating interest.

Students are interested and they will participate if we, the administration of our residence halls, give them an opportunity.

The student couldn't care less about the lines of the administrative program. They do care about what the program is and what they have an opportunity to learn.

I am sure that you have also some ideas which you can share with us this morning. I have only attempted to give our one-year experience which we found very valuable.

MODERATOR GURD: Very good. I want to thank you for attending this session. I have learned from you, and I hope you have gained a little something of a year of work from us. Thank you.

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COUNSELING IN RESIDENCE HALLS - WHAT IS IT?

Moderator: Mr. Milt Overholt, Associate Dean of Men, Ohio State University

Speaker: Mr. Harold L. Hakes, Director of Stradley Hall, Ohio State University

MR. HAROLD HAKES: The subject of residence hall counseling could be approached by a discussion of counseling theory in relation to the purposes of the campus residence hall. However, when one considers that such counseling is for the benefit of the student resident, it would seem more realistic to focus upon the student and his needs to determine the nature of the hall counseling program. What residence hall counseling is, what its goals are, how it can be developed, how it should be organized, who should handle it, what counseling facilities are needed, and the direction of future counseling, depend basically upon the student and his individual needs.

Therefore, let us look at a typical student to see what type of person he is, what he seems to expect and need, and how these factors can determine the nature of the residence hall counseling program. Our typical student will be called Bill.

When Bill arrives at college, he usually comes expecting to prepare for some vocation or profession to pursue after graduation. In Bill's case, this is dentistry. Tradition has led him to expect some courses in English and history. To use the poet's phrase, he expects a little Latin and less Greek, although it usually turns out to be all "Greek."

Bill feels that college life, and residence hall living in particular, will help him learn to live with others. He wants to make new friends. And although he'd probably deny it publicly, we can suspect that he actually wants to know a little more about himself, for he probably has many personal misgivings about this new college adventure and his ability to cope with it.

Hopefully at times he'll just ponder about himself.

All of Bill's college expectancies give us a clue to the scope of the residence hall counseling program that he will want and need. Basically we can summarize that Bill came to college expecting to grow academically, socially and personally. Also it can be seen that potential counseling needs seem to involve his learning how to handle more effectively his problems in these three areas.

Thus residence hall counseling becomes individualized education with three basic goals:

1. To support and stimulate his academic growth;

2. To further his social development, and

3. To promote self-understanding.

Understanding Bill's counseling needs is one matter; to develop the needed counseling program can be quite another. In developing a counseling program built upon Bill's needs for the residence halls, residence hall counselors need a perception of Bill's problems and a realization that this counseling, if it is to be effective, must be a learning experience. For discussion purposes, residence hall counseling can be classified into two general categories:

(1) Formal counseling in a one-to-one person relationship, and

(2) Informal or casual counseling utilizing a student's participation in a related, constructive activity to help him grow.

Programming formal counseling is relatively simple with the availability of professionally trained counselors in the halls. With competent counselors and Bill's awareness of and willingness to use the available help, the counseling program will soon be under way. Formal counseling in a one-to-one person relationship will allow Bill to discuss his academic, social, and personal problems. If the problems are beyond the competency of the hall counselors, he may be referred to other agencies on campus for more specialized help.

However, if formal counseling were the only counseling available to the residence halls, there would be reason to suspect that a central campus counseling agency would be better prepared to handle Bill's counseling along with a reasonable doubt about the place of counseling in the residence hall.

The second type of counseling, which I like to call "activity-related" counseling, can best be carried out in the residence hall and is the strength and golden opportunity for residence hall counseling. In the halls, Bill's problems may be spotted and, through supplementary activities, with supervision, he can be helped to solve his problems. Activity-related counseling demands counselor perception and understanding of Bill and his needs.

Even more important is the need for imagination on the part of his counselor in recognizing his problems and encouraging him to engage in an appropriate activity where he will have the greatest opportunity for growth and development.

To illustrate the point, let us focus some possible problems in the academic, social and personal areas of Bill's life to see how activity-related counseling in the residence hall can be utilized to help him. Let us look first at potential academic problems.

Suppose he mentions that he is having trouble in Professor Phog's course to his counselor. The imaginative activity-related counselor may suggest that Bill budget his time to allow for more study. The counselor may help him to work out a time schedule and through casual observation and encouragement help to keep Bill on the right track.

Also the counselor might suggest that Bill contact other students who have the troublesome course and see if they can't help him. Many residence halls are developing student tutoring files consisting of the names of students willing to help other students. Such tutoring fosters dual benefits, because not only is Bill helped, but also the tutor gains from a good review.

Perhaps Bill isn't aware that he may be headed for academic difficulty. The alert counselor's recognition that he is not studying sufficiently may help if the matter is discussed with him. In many cases a discussion of his past record, his academic potential, and his present level of achievement along with a word of encouragement may be a strong stimulus to Bill. The hall scholarship plaque may help stimulate Bill to better academic achievement.

If Bill has difficulty with geography, English, or history because he lacks adequate knowledge of today's current events, he may well benefit from a counselor's suggestion and that being to use the current magazines and newspapers that the hall hopefully provides. If a suggestion isn't enough, perhaps the counselor's giving him a good article will set him reading.

Maybe Bill hasn't developed the ability to study correctly. More and more, up-to-date residence halls are developing brief study skills groups. Encouragement to participate in the course could help him a great deal.

Often Bill will need to explore ideas with other students to learn to better crystallize and express his ideas. He may be one of those fellows who hesitates to speak up because he feels he lacks the facility to express himself. Thus, many halls are planning informal discussion groups to discuss topics of mutual interest. Bill's participation in these could lead to the development of better techniques of expression and a broader education.

Bill's social growth can benefit from activity counseling, too. Perhaps he is bashful. Encouragement to attend dances with counselor advice on good techniques for making contacts may help. Involvement on a social committee may help him avoid being a social bystander. If he is going through the awkward age and feels uncomfortable with girls, some dating advice may help. Dormitory discussions on etiquette, how to win friends, and dating may aid Bill in solving his social problems.

Maybe Bill has difficulty understanding the need for authority, or perhaps he needs to relate better to his peer group. Student government participation might help him to learn to work with others. In this way he will probably have an opportunity to show initiative and to learn the values in the democratic process. Student government has too often been seen as a necessary evil or as an administrative tool rather than as a valuable educational experience. Many residence hall people have become annoyed by a questioning student government which sometimes causes a ripple in the administration's nice orderly world. At such times, counselors must never forget that education requires growth and change which is oftentimes painful. However, the pain is usually worth the gain in the long run.

Probably like most red-blooded Americans, Bill will develop too much steam and become involved in some minor disciplinary situation like a prohibited water fight. Bill must not be excused lightly for he must learn that misbehavior cannot be tolerated. After a firm but fair penalty, the wise counselor may suggest that Bill avail himself of the hall's athletic program to let off steam in a more socially acceptable manner. The weight room or swimming pool might be solutions, depending on Bill's interests and abilities. Team sports like football and basketball can help him release extra energy and by playing with others he may gain more social techniques.

Bill may find himself inadequate at the social graces, parliamentary procedures, or any number of various personal concerns. Maybe Bill will want to learn to play bridge, chess, or other socially valued recreational activities which can be included in the hall activity program. One group was even formed to learn how to wash and iron clothes. All these activities can help Bill's social development.

As activity-related counseling helps Bill to grow academically and socially, Bill's personal growth is bound to be changed and thus some of his more personal problems may be alleviated. In many cases, his personal problems will have to be handled in a more nearly formal counseling session because many parental problems, girl problems, and disciplinary matters don't lend themselves to activity counseling. But other personal problems do.

Maybe Bill feels he is inferior to other students. His counselor can be of help by encouraging him to participate in activities where his peers will recognize him. If Bill plays the piano quite well and is recognized for his socially valued ability, he may reduce his feelings of inferiority.

Personally Bill may be prejudiced about other colors, races and nationalities. The alert counselor will see if he cannot arrange pleasant contacts for Bill to learn how human and likeable other races and creeds are. With diplomacy and tact, Bill may be helped to overcome his feelings to the benefit of all. Bill may feel he needs a wider cultural understanding. He can be urged to get good art prints for his room from the hall loan service, or he may learn about music by getting good records on loan from the hall record library. It could be that Bill can't make up his mind about his vocational choice, and the activity counselor could help by encouraging him to talk with students in other vocational areas, thus getting a better perspective of vocational opportunities.

The previous discussion of activity counseling should be conclusive in demonstrating the educative potential of the residence halls in helping the student grow. Thus to be of greater service to Bill, our residence halls must develop this great educational potential as bringing about closer educational ties between Bill's personal life, his academic life, and his extra-curricular or social life. This educative emphasis must be actively developed and not be passively viewed as an "atmosphere conducive to academic study." This hall educational concept must be actively developed and placed into actual practice rather than simply be paid lip service as happens too many times.

Every step must be taken to accomplish the development of this educative potential. The first positive step will be taken then when all hall activities and counseling are evaluated in the light of Bill's needs and the educational value to him.

Having examined the content of the residence hall counseling program, the next vital area to be explored is the organization of the residence hall system to provide an efficient operational basis for the envisioned counsel program. An administrative structure must be found to facilitate the organization and the operation of this counseling program.

Realizing that it is customary for residence hall systems to support themselves as auxiliary enterprises (a practice which further handicaps the fusion of the residence halls with the academic community) we must be realistic that hall personnel operations rest upon sound business operations. Without a sound financial operation, housing for Bill could not be built and the cost of his educational counseling program could not be met.

All too often, personnel people fail to see the financial factor and, therefore, make unrealistic demands. They have a tendency to build empires regardless of cost and undetermined effect. On the other hand, business people often find it easy to cut personnel costs since they cannot evaluate counseling's intangible benefits for Bill in terms of dollars and cents as easily as they can the cost of heat and light. Both business and personnel staff people are to blame for this conflict situation.

Personnel people aggravate the conflict because at times they are mystical about their work and fail to show the benefits that their programs offer. At times personnel people have the mistaken idea that the amount of program expenditures determines the quality of the personnel-educative program. This is not necessarily true. Education does cost money but the cost does not always determine the quality. Personnel people need to admit they have a product worth selling and proceed to sell it. This can only be done when their mystical attitude is dropped and honest-to-goodness proof based on research is presented. There is work to be done.

Responsibility for the conflict lies also with the business area, for business people need to take a second look at their relationship to the personnel counseling program. They must realize that money is not God and that everything cannot be measured simply in dollars and cents value. They must realize that finance is the basic "root" upon which the halls are built and that the "fruit" of the halls is harvested by Bill through the education that he gains from his residence experiences.

Instead of ignoring student personnel needs, as one business vice president did in building a whole residence complex almost devoid of educational facilities, business people must learn to cooperate with the personnel people, so that a sound educational program can be financed to meet Bill's needs.

What is needed is some administrative pattern which will promote and maintain a balance between business and personnel so that good business operations and strong personnel programs can co-exist for Bill's benefit. Hopefully this pattern will fuse both business and personnel functions to bring about not only efficient operations but more importantly, a contribution to Bill's education.

A recent study of residence hall organizations has concluded that an organizational pattern called Pattern No. 4 with unification under a housing director comes the closest to meeting the requirements of providing the desired balance between business and personnel administration and meeting Bill's educative needs.

The unified housing organization was found to stimulate a strong educational emphasis and promoted very effective business operations. Seemingly a true balance between business and personnel existed in the representative school. It was interesting how both business and personnel were used educatively to help the students attending that school.

For example, the staff pointed out how business methods were adjusted to help students effect room changes, receive payrolls early before a vacation, obtain temporary loans, and defer room and board payments if justified. Business became the foundation of the system and also a vital part of the personnel program. The food services not only fed the students but also were considered educative in nature by teaching good etiquette and dietary habits. Formal meals were planned with prior instructions on how to use the formal silver service. The personnel counseling program stressed activity counseling as well as formal counseling.

Under this organization all areas of the housing operation met at the same administrative conference table and judged the effectiveness of their residence hall operations in light of an educational philosophy based upon Bill's needs.

Naturally a good residence hall counseling program will depend upon the personnel who work with it. Usually the actual counseling activities are handled by counselors in the individual units, floors, or living groups within the residence hall. Currently these counselors are mature upper-class students. Questionable as the use of lay-counselors may be from a professional point of view, realistically it must be realized that current finances will not allow the employment of professionally trained counselors at the desired counselor-student ratio.

The major difficulty with student counselors is their training, because if they are inadequately trained, they may do more harm than good. Pre-service classes, formal courses before employment, apprenticeship programs, and in-service training methods can all be used to varying degrees to train their counselors. The training itself must be concerned with not only formal counseling techniques but also with developing counselor understanding of activity counseling.

These lay student counselors must be shown the value of really helping Bill. They cannot be allowed to accept the position simply for its monetary gain and then limit their activities to disciplinary functions which happens all too frequently.

The personal qualities of student counselors are also of vital concern. A student counselor must have a mature outlook, a desire to help students, a willingness at times to do this, a reputation to be emulated, and imagination: in many ways, imagination will be the key to the successful activity-related counselor and in looking for student counselors it must be a definitely sought quality.

To train and supervise these student counselors, a staff of professional people will be needed who believe in the residence hall counseling program and have the initiative, training and experience to lead it. Much improvement is needed in the training of the professional staffs of our present residence hall administration. All too often in the past and primarily because of actual necessity, sincere and capable people of any background have been pressed into the service of the residence halls. It cannot be denied that in many cases they have done fine work in providing excellent facilities. However, with the hall programs moving toward an educational emphasis and growth of residence hall personnel training programs, more and more concern will be shown by the academic area of the university about the professional qualifications for the administrative and counseling personnel of the halls.

This is not to say that those without training now need replacement, but it is to say that the time has come to value professional training in the residence halls as well as experience. Granted that education alone does not make a good residence hall administrator, but it will hopefully give him a wider understanding of residence hall philosophy in relation to theories about higher education, good operating techniques, and will help him to win the respect of the degree-oriented academic community. This recognition and respect should help the residence halls gain their rightful educative role in the community of higher education. Until this professional upgrading occurs, the residence halls will be in danger of always being viewed by faculties and administrators as simply a place for students to find shelter. If we do not fight to develop the hall's educative potential, we will be failing our students by depriving them of a vital part of their education. In the end, Bill will be the loser.

Much concern is always registered by residence hall personnel people about adequate facilities. Just as a student needs body shelter, the counselors need counseling shelter. There must be an adequate space available for formal counseling sessions. Ideally each student counselor should have a room for his counseling activities so he can privately talk to Bill. This should be more than a bedroom. Space allocation again brings up the problem of the relationship of business people to personnel people in hall construction and the provision of activity space.

Here again the personnel and business people should sit down to mutually discuss what money is available and work out the problem of facilities in relationship to the available resources. It is inconceivable that business people or architects should control the final decision about the amount of counseling-activity space to the exclusion of the counseling people who must develop the counseling program. Once built, facilities are difficult to change. Very inadequate buildings may result when planning is done by well-meaning people inexperienced in understanding the educational potential of the residence halls. Again it is Bill who will suffer.

When one realizes the educative potential of all forms of the activity program, activity facilities become necessary for the counseling program to succeed. To help Bill's academic development, educational facilities including study lounges, a central library, listening centers, meeting rooms for small and large groups, bulletin boards at central points, music practice rooms, typing rooms, and a browsing room with a music appreciation center might be planned and built.

For his social development, Bill's hall might have a recreation room with provision for phones, card-playing areas, ping pong, chess or pool, a TV room, a vending machine room, lounges in the central part of the building for visitors, a ballroom, weight lifting and exercise rooms, and a sun deck.

For his personal living and growth, he will need a good study-bedroom with a good desk and light, laundry facilities, and cafeteria service.

What the future holds for the residence hall counseling program is naturally a matter of conjecture. Hopefully the historical trend away from merely considering the halls capable of providing student shelter toward a greater educational emphasis or an accent on the fusion of living and learning will continue. To do this, a continual up-grading of the training and experience of residence hall personnel will be most vital while at the same time research will be needed to develop better ways to utilize the hall's educational potential. This will require the cooperation of both the business and personnel organizations within the residence hall administrative structure so that a balance of activities and a unity of action will develop.

Also vital to this educative emphasis will be the faculty's acceptance of this residence hall educational concept. However, throughout all of the hall program's potential growth, one person must never be forgotten - Bill, the student resident. He is the sole justification for hall existence. His growth must be seen as the reason for the hall's existence. His needs should be the yardstick against which all actions must be measured.

In conclusion, we might call the future of the residence halls and their programs higher education's "new frontier." Believing in this, residence hall people have a future of unlimited exploration and development ahead.

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STUDENT GOVERNMENT IN RESIDENCE HALLS

- ISSUES OF TODAY -

Moderator: Dr. Clarence Bakken, Assistant Dean of Students, Long Beach State College

Panel Members: Mr. Torlof P. Nelson, President N.A.C.R.H.

Mr. Howard Bode, Secretary N.A.C.R.H.

Mr. Robert Greene, Director of Housing, University of Idaho

Dr. J. C. Schilletter, Director of Housing, Iowa State University

Mr. Harold Frank, UCLA Student

MODERATOR BAKKEN: Our panel today is made up of three students active in residence hall government on the national, regional, and local level and two housing administrators with long experience in this field. After the talks, we will have a question-and-answer session. The topic for this panel is "Student Government in Residence Halls - Issues of Today."

Before I introduce the individual speakers, I would like to say a word or two. As I see it, usually student government is organized in a college for two main reasons. One is to provide learning experience for the students so they will be able to solve their problems when they take their places as the leaders of tomorrow. The other reason enables the student to practice self-discipline, assist the administrator in the performance of his duties, and provide a cooperative atmosphere in the residence hall. The basic issue, as I see it, is how much student government should be provided to meet these two objectives and maintain an efficient residence hall operation. As we listen to the speakers talk about national as well as local organizations I hope we will keep in mind the basic objectives. Each of you will have different ideas of what your basic objectives are.

I will introduce the students first so we will get their points of view on today's issues. We will start with the national. This will be followed by regional, local issues; then followed by the members of the administrative staffs of the two colleges.

First I would like to introduce Torlof Nelson, President of the University of National Association of College and University Residence Halls. He is a student at the University of Moscow at Moscow, Idaho.

MR. TORLOF NELSON: I would like to thank you for the opportunity to be here today to participate in your annual conference. I would also like to invite you to help yourselves to the brochure and other materials of the National Association of College and University Residence Halls, the student organization that Mr. Bode and I represent.

It is one of the paradoxes of today's broadening and expanding educational system that as the total number of students housed, and the total number of dollars spent in residence hall projects increases on a per capita basis, the total expenditure in dollars, or effort toward the living programs within residence hall projects, decreases on a per capita basis. Many of you have witnessed the results of this modern paradox through your own experiences. As administrators, you may build the very highest quality residence halls, commit your university to long debt programs, and provide a large number of services all directed toward an educational stimulus. Yet you may fail as an educational agent. Who can make your program a success?

Only the students in your residence halls who see this potential and take advantage of it.

Those of us who realize this potential may turn out to be victims of our own inertia. We will be receiving or contributing to a second-class education and second-class citizenry. What approach should we take to produce educational well-being in our residence hall programs? This is a difficult question to answer. It would seem, though, that those who are to benefit most should form together a mutual assistance association. This organization must provide the necessary tools to accomplish the task, yet must be an organization that retains a flexible approach. What is needed is strong national student residence hall government.

Before we examine the issues of today that confront a national student residence hall government, let us look at the foundation that we are to build upon. There seem to be four basic facts.

Our educational system has been forced to commit itself to a large residence hall housing program to meet the needs of the surging college and university enrollment. This housing program is one that cannot be reversed, slowed down, or shifted to some other means of housing because of the nature of large capital loans that were contracted when the program was initiated.

The living programs in our university and college residence halls are, in most cases, falling far short of the educational potential that exists within them. There is a national student organization whose primary interest is to take advantage of this educational potential and also contribute to the success of the administration of the various residence hall programs. That group is the National Association of College and University Residence Halls.

The goals of our National Residence Hall Student Government are:

(1) The development of a spirit that includes a pride in the living group program and encourages all to join in the activities of the program, yet retains an individual freedom of choice.

(2) The development of a tradition of activity and responsibility in building a stimulating program that contributes to the general welfare and education of the group.

(3) The development of a continuity of student leadership that perpetuates itself from year to year while continually improving itself.

The issues of today that confront NACURH, the national residence hall student government, are general. NACURH provides research topics for its member schools who present their findings, first, at a regional conference held in the fall and then in formal form at the national conference in the spring of each year. The topics range from how to organize a social program to methods of fighting student apathy. The regional conference allows for the discussion of problems that affect that area. The national conference allows for the discussion of problems common to all, as well as bringing the regional problems into the scope of national trends.

The Association maintains an informational file on all its member schools concerning their local hall organization. This serves as a quick problem and answer service. The Association publishes a monthly newsletter containing various feature articles and NACURH news.

The identification of local student leaders with a national organization creates a feeling that their local problems are important and they aren't the only ones fighting what seems to be at times an uphill battle. It also adds stature to their position on their campuses. The issue here is how far should we extend our services. Just what is our rightful realm of activity. NACURH is now initiating a national honorary to recognize outstanding student leaders with chapters at all its member schools. We are now in the process of establishing a head resident student exchange program. We have ten positions open for students who are Head Residents to study at another university for a semester where they will act as Head Residents and receive board and room for their services. This program is on an exchange basis.

Should we expand our services? What about job placement services and alumni programs? Should we rate our member schools on the effectiveness of their programs? Would a national magazine be in order? How shall we expand? Should we concentrate on just the big schools or should we spend what limited personal time we can afford as students concentrating on all schools? Where should the responsibility for recruitment fall, with the national or the regional?

To provide services, expand, and generally meet the needs of our organization in a progressive manner, we have been forced to use many financial tactics. We collect dues. If we increase them, they may become too high for some of our members. Some administrations have subsidized our programs. We have borrowed money from members who are financially strong. It costs money to attend conferences, to run them, and it costs money for the national to service its members. It is unfortunate that at times the cart must come before the horse. However, we expect that we will be self-sufficient when we have matured to five full functioning regions. Currently, to meet this issue NACURH is presenting a five-year expansion program for several thousand dollars to various philanthropic organizations. Which one of these methods of backing is the most suitable for our financial needs is something that only time will tell.

In trying to fit the pieces of NACURH into a mosaic, or picture, concerning the issues of today from a national student residence hall government viewpoint, we can say that NACURH favors expanding its services, favors the realization of five operating regions, favors a conservative, if any, legislative function, and favors an expanded financial base. Keeping in mind the goals of tradition, activity, responsibility, and continuity we look forward to resolving these issues of student government as we prepare for our annual conference to be held next year at the University of Denver. I would like to invite you to join with NACURH in the discussion period and over the next year to work toward an educational living program in your residence halls.

NACURH realizes that the years teach much that the days never know, and we can say that student government in the residence halls is looking forward to learning and maturing.

MODERATOR BAKKEN: Now we will hear from Howard Bode who is Executive Secretary of the National Association of College University Residence Halls.

MR. HOWARD BODE: In surveying the issues of today facing residence hall student government, we find the four most important to be:

(1) The solution of regional problems through an exchange of ideas.

(2) The use of conferences to provide the means for communication of new ideas and to attest to the success of former ideas.

(3) The necessity of large-scale representative participation for the good of the individual and the group.

(4) A regional organization to provide a continuity from the national to local level.

Although the subject matter of these areas differ there is a common linkage in that the need for group action against common problems is apparent.

In the first area, by drawing upon the experiences of others a great deal of time and effort can be conserved. The practical application of this theory to student government has proved quite successful in meeting common problems and conditions. We can assume when a residence hall association on a local campus faces an issue common to that region that there is another institution which has successfully encountered this problem, confronted it, and solved it. This presents the opportunity for the groups facing the issues to take advantage of the success and failures previously encountered, and profit handsomely from the interchange of ideas. Conference discussions on such topics as the characteristics of an active halls council judicial systems, scholarship standards and programs, residence hall communication, student employment, freshman orientation programs, and planning recreational and educational activities continually introduce new and proved approaches. The fact that some institutions are more advanced in some areas than others makes this constructive exchange possible. Current situations involving campuses on which the students residing in university housing represent a minority can likewise be studied by a regional group. By computing successes and failures a program for the development of a strong and active residence halls council under these conditions can be arranged. A well-organized meeting of open minds has solved many such problems.

It is my firm belief that the most effective communication medium is the conference. The experience to be gained by delegates, the wealth of information to be evaluated, constructive criticism of both the status quo and the new, and informal atmosphere conducive to off-the-record discussion far outweigh the effectiveness of any reference volume or paper. The spirit generated by a conference invigorates not only the host institution, but also all those in attendance. This enthusiasm is one of the most important by-products of such a meeting for it instills in the delegates the momentum necessary to initiate the new ideas. Student housing, or some aspect thereof, is your chosen field of professional endeavor. Let us look at the student, however. Bill Smith may be rather apathetic about his residence hall student government. The enthusiasm of his residence hall council officers returning from a regular conference with new ideas and new solutions could produce just the program or activity necessary to awaken the temporarily dormant interest of Bill Smith and encourage him to participate in his student government. To be successful a group must be representative of the region and in order to be truly representative the regional organization must include in its membership as many as possible of the area schools. It is impossible to place a concrete value on such a membership, but the extrinsic values are increasingly obvious as this membership and active participation continue.

Finally, one of the most important tasks of a regional organization is the coordination of national and local activities. All three levels of organization - national, regional, and local - are interdependent among one another. The national organization provides the widespread communication media of national conferences and newsletters and provides for inter-region expansion membership. The regional organizations provide for such duties as collection of dues, stabilization of internal structure, and intra-regional membership expansion. The local residence halls councils in turn provide the foundation of the entire structural pyramid.

My conception of a regional student government and its importance is shown when I compare a local, regional, and national student government and primary, secondary, and higher education respectively. Although one definitely needs a primary education, one does not enter a university without a secondary education. A regional, as does a secondary education, bridges the gap existing between two extremes.

MODERATOR BAKKEN: We now have Harold Frank, a student at UCLA, who is going to speak from the local level.

MR. HAROLD FRANK: I would like to comment on what the first speaker said. He spoke about freedom of choice in residence halls in residence hall government, and I am wondering how this jibes with the philosophy of having compulsory membership in the residence halls. We also have this in our campus government as well. He placed great emphasis on services. I am wondering if services are the only function of a national residence hall association.

I very much favor Howard's suggestion for the interchange of ideas between people in the regional area on some of the problems of a residence hall government. This is very valuable.

I have three basic concepts that I would like to talk about in trying to show you some of the problems a residence hall government faces, particularly at UCLA. I don't think they are very different from the problems any student government faces. What is the function of residence hall government? What kind of environment does residence hall government function within? What is the attitude of residence hall government?

What is the function of residence hall government? What role do we play in it? Are we administrators? Do we plan dances? Plan floats for homecoming parades? We conduct elections, but these are administrative functions. Somebody has to do these things. They are valuable and important, but still administrative functions.

Are we a forum? Do we discuss issues? What can we discuss? At this campus we have had the opportunity to discuss lock-out. Our girls have to be in at 2:00 o'clock on the week ends and at 12:00 o'clock during the week days. These are, to my mind, very liberal, but we still discuss them. In cooperation with the administrative staff, we sent out questionnaires to the parents and they were amazed we had what we did have.

Are we policymakers? My understanding of the word "policy" is a very important part of that concept of government. I think we tend to confuse the policymaking of government with the administrative aspect. As policymakers, can we spend our money the way we would like to? Can we choose not to spend it if we don't want to? Or do we have to do as many people who have government contracts find they have to do and that is spend the money in the till, otherwise they don't get as big an appropriation next time. This is a very serious problem.

Can we choose to have certain functions in a residence hall or not have them? We have a faculty association here. Each one of our floors is assigned two or three faculty associates, which in principle is a good idea, but can a floor, by democratic procedure, choose not to have faculty association? I don't know the answers. I am only raising the questions. I am trying to suggest that there should be some definition of what the limits are on student government. Right now we don't really know where we stand.

What kind of environment does a residence hall function in? Is it democratic? We elect our representatives, but are we democratic?

Do we function in a democratic environment? At least in the United States, under a free enterprise or limited free enterprise system, we have the concept of private property. Do we protect this concept when rooms can be searched without a student's knowledge?

In college life I understand every campus has the problem of stolen property because how do you separate a prank from out-and-out theft? But we are training people for responsible participation. Shouldn't there be some responsibility to teach people to know the difference with what is your property and what is not? How do you deal with stolen property?

How about the officers in a student government? Can they speak for their electorate? Can they actually say, "I am president of the so-and-so hall?"

To explain and conclude what I have said, when a patient dies the doctor doesn't blame the patient, he blames himself.

When student government doesn't work, I am suggesting that you don't blame the students.

MODERATOR BAKKEN: We have heard the students' views in this area of student government. I think we have quite a bit of food for thought. I have heard these comments made many times before.

We will now hear from the experienced housing director, Robert Greene, Director of Housing, University of Idaho.

MR. ROBERT GREENE: I hope I am not going to try to answer all these local problems. We have all said many times that working at a college would be wonderful if the students weren't around. I think the students work this thing in reverse and they visualize what a wonderful thing an institution would be if they could just get rid of the staff. Somewhere between these wide extremes certainly there is an area for getting together and visualizing and developing the means to meet these problems.

I certainly agree with the boys that the school itself must decide where it is going. It must clearly and crisply define in detail what it is they are trying to do and where they are going, so that if the students are to be a part of the picture they can aim at something that is clearly stated. Certainly useful and productive student government cannot exist if it doesn't have something to do, and I think that apathy exists because of a lack of definition of these goals. Certainly student government should turn its efforts to bridging this gap that exists between the students and staff, and nothing but understanding will ever bring any long-range results.

Our institution has a real opportunity for effective student government in that we have all four classes of students - seniors, juniors, sophomores and freshmen - represented in all of our units. Consequently, we are able to turn to experienced students in the developing of our programs. This presents an avenue of approach through experienced students to campus and hall traditions, orientation, social activities, and training. Volunteer teams of enthusiastic students can be organized to help in the whole settling-down process of the opening of fall term. Student leaders must shoulder the responsibilities that go with the freedom to act. They must demonstrate their willingness and ability to help find the answers.

Intensive planning, side-by-side with staff members, is the only basis on which the potentials involved will be achieved to the satisfaction of all concerned.

There is work for all to be done in housing, in student facilities, recruitment, public relations, policies, etc.

Teams of students can be coached to demonstrate table etiquette, proper dress, introduction procedure, the handling of guests and other social procedures. Side-by-side demonstrations of the right and the wrong way to eat can be both entertaining and educational. Our teams were very busy with requests from groups including fraternities. With student leadership behind such programs, the success is almost guaranteed.

An alert student government can certainly pave the way to the achievement of the changing goals of education. Responsible citizenship has its roots as much or more in extra-curricular activities as in the scheduled courses in the universities.

MODERATOR BAKKEN: Dr. J. C. Schilletter, Director of Housing at Iowa State University, will wind up the formal part of this presentation.

DR. J. C. SCHILLETTER: I have been at this educational business for forty years and I have been in residence administration for approximately twenty years. The strange thing to me as I review I find all of these things come in threes. For instance, if you look back through your ACUHO minutes, you will find that every year there is a session on student government, and you will find it ends up with three questions.

(1) Our friend to the left here suggested it - What is it?

(2) He also suggested - Is it educational?

(3) He also suggested - Is the student the center of the program?

I went back through seventeen years of meetings of our student council and you can classify the problems into three.

(1) Decisions made by the administration.

(2) Decisions made by the student government.

(3) Decisions of mutual agreement between administration and student government.

Going back through all your newspapers over the years you will find that students' complaints also are classified into three. I call it the Trinity of Complaints, and what are they?

(1) Food served to the students;

(2) Noise in the library;

(3) Student apathy toward student government.

MODERATOR BAKKEN: That concludes the formal part of our program. We will adjourn.

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PHILOSOPHY AND PROCEDURES FOR COORDINATING CAMPUS DISCIPLINE RESPONSIBILITIES

Moderator: Mr. William W. Skidmore, Housing Officer, Utah State University

Speakers: Mr. Lamont A. Hale, Assistant Director of Student Residence, University of Colorado

Dr. James Smith, Director of Housing, University of New Mexico

MODERATOR SKIDMORE: I would like to introduce the speakers. Lamont Hale, at my right, is the Assistant Director of Student Residences at the University of Colorado at Boulder, Colorado.

On my left is Dr. James Smith who is the Director of Student Housing at the University of New Mexico at Albuquerque.

The title "Philosophy and Procedures for Coordinating Campus Discipline and Responsibilities," is a title that can be quite all inclusive, but these two gentlemen will break it down into interesting details, I'm sure.

DR. JAMES SMITH: There is something about the term of "discipline," that seems to shake people up, particularly students. As a result I think many universities are guilty of ignoring this area. I contend that unless we take a real good look at our own particular structure in our own universities, we are going to be in serious trouble.

Many resident advisors or student counsellors fail to carry out their operations because they become unpopular with their residents. Usually we can trace the source of this difficulty to the way they handle or fail to handle disciplinary problems.

I think that every one of us has the responsibility not only to become acquainted with the structure under which we have to work, but to orient properly our staff and our residents in this vital phase of university life.

Some housing people feel that this is the Dean's job, and they do not have to concern themselves with it. I think this is unfortunate. This can be more of a potential problem area than any other phase of the personnel program in our residence halls.

I believe we must see that our method of handling discipline in the halls is closely coordinated with the over-all disciplinary structure of the university. Secondly, we have to insist that any action taken in the halls has a direct relationship to the student's status in the university.

Many universities handle disciplinary cases in their residence halls. Infractions are committed. Cases are handled by some agency in the residence halls, but at no time is any record made of it so that the student will realize that this does go on the record. This, I contend, is one of the reasons we lose control of them in the residence halls.

This morning we are going to be elaborating on the disciplinary structure used at the University of Colorado. We are always talking about our philosophy of discipline. I contend that a philosophy of discipline seldom gives much trouble. Most of us will agree on what the fundamental principles of a good philosophy of discipline are.

Let me list some basic principles of what I consider a good philosophy of discipline, and you can see if you disagree with me.

First, I think we believe that our rules and regulations must be reasonable, that they must be in line with the community as a whole, and that they must be consistent throughout the institution. You may hear this word, "consistent," repeatedly because this is one of the primary principles of a good philosophy of discipline. We believe that there should be as few rules as possible. We believe the rules should not be there just for the sake of rules but should be there as a justifiable means to a desirable end. We believe the students should be informed of regulations.

Secondly, we believe that they should be informed of the penalty for infraction of the rules and regulations. We usually inform students of the rules, but often neglect to tell them what is going to happen if they violate the rules. They say, "I didn't realize that this would happen."

Students suspected of infractions should be informed of the charges against them, and be given an opportunity to defend themselves against these charges. Even students are innocent until proved guilty!

That disciplinary procedures should be relatively swift, is a cardinal principle. Consistency and then speed in handling discipline are necessary. Hearings should be fair, and the agency hearing the case should be open-minded in approaching the case. Penalties should be consistent with the infraction, severe enough to discourage future infractions, and consistent from one case to another.

I think we all believe that re-hearings should be granted in case new evidence comes up which would change the original decision. An opportunity to appeal a case should be granted to a higher disciplinary agency if the student feels that he has been unjustly treated by the original agency hearing this case.

I think all of us will agree with this principle, yet I venture to say that many institutions do not have any provision for an appeal for disciplinary cases.

Disciplinary decisions should be a matter of record. At our institution, previously cases handled in the residence halls never became a matter of any personnel record. I do not mean placed on the transcript, but in some central file. A record should be made of those proceedings in the central file.

Finally, I believe that at some future date the student should have an opportunity to have his record expunged by subsequent good behavior.

I think that most of you agree with the majority of these principles with few reservations.

The problem seldom lies in one philosophy of discipline, but rather it lies in managing to establish a disciplinary structure which will allow various agencies in an institution to deal quickly and efficiently with disciplinary problems in any manner which does not violate these principles. Once such a structure has been adopted, then the problems within the institution are quickly minimized.

At Colorado they had the old structure when I first went there. They worked on the new structure for two years, from 1958 to 1960, when it was adopted. I went there in 1959. Therefore, for one year I had the opportunity to work under the old set-up. The old set-up was typical of many of our institutions. It had just grown like Topsey. There was no apparent consistency in the disciplinary structure. There were many ways of handling discipline. There was no real communication between the civic local law enforcement agencies and the university. Even between the campus police and the Dean's office, there was very little coordination.

In the handling of academic matters, sometimes the faculty would refer the matter to the Dean's office, but more frequently they would handle it themselves with no record of the infraction ever going to the Dean's office.

The residence halls would hand out their own brand of discipline in the halls, with no record going into any central file because there was no central file. A student could get in trouble in several different areas around the University and never be referred to the Dean of Men or Dean of Women, and never receive anything on his or her record.

Students were very much aware of this. They protested to the University authorities of this inconsistency. Several of them knew how to take advantage of the situation.

I think the biggest drawback of the old structure was an agency called, "The Student Court." It was kind of a proving ground for "would-be lawyers." This agency opened the University up to legitimate criticism of the double jeopardy. The student would go downtown and get in trouble and would be tried for an infraction, be fined, and then appear before the student court and be fined again.

The new structure is based on the premise that discipline of students is restricted to the determination of the status of that student in the University. They do not fine students any more. They do not curtail his freedom of action other than simply determining whether he is going to remain at the University and how close he is to being asked to leave. This is what I mean by the determination of the status at the University.

This is a pretty big club to wield over the students. Unfortunately, many of them do not realize how big a club it is and are asked to leave and find they can't get into another institution. I think universities can limit themselves to this weapon and still do an excellent job of discipline. The "structure," employs a warning system which tells the student how close he is to suspension from the University.

Any student who receives three warnings, three official warnings, during his undergraduate career at the University of Colorado is subject to suspension. He isn't automatically suspended, but he is subject to suspension. A student who receives two warnings is subject to probation.

Any time a student receives an official warning, parents are notified in writing, with a letter explaining what the warning system is. In the Dean of Men's office and in the residence halls they find that this letter often is much more effective than probation would be without the letter.

I do not mean to imply that when a student gets in trouble the only thing he will receive is one warning. For any given infraction, depending on its severity, he may receive a warning. If he is guilty of a social crime, a serious social crime of cheating on a final examination, or a sex violation of a serious nature, these are suspension offenses and he will be suspended on the first offense. But normally for minor infractions, it is a process of building up a poor record to the point that you find you reach a stage where the university will no longer tolerate the student's conduct. There are some probationary offenses that by the nature of the offense they will receive a double warning or be placed on probation and given a final period of time at the University.

In the residence halls, three big violations are, "Wine, women and firecrackers." Destruction in the halls is also a serious offense.

Agencies can give lesser penalties. They do not have to give official warnings. One of the common penalties is an administrative warning. Administrative warning is where the infraction and the handling of the case is written up, placed in the student's file, but that warning does not have the cumulative effect of the three official warnings.

They also use verbal warnings for minor infractions. Residence halls advisors often use verbal warnings. The Dean's office takes administrative action through verbal warnings.

The University of Colorado uses five levels of disciplinary action. I am going to start from the bottom, the Individual Residence Hearing Committee. This is the basis of the whole structure. This committee's jurisdiction is limited to hearing violations in the residence halls. The fraternities and sororities also have their residence committees. They handle, for the most part, minor violations in the halls.

I should point out, first of all, that any disciplinary case, whether it is referred by the civil authorities downtown or some other agency of the university goes to the Dean of Men or Dean of Women. Then they refer that case to the appropriate committee. The deans have control as to where the case will be referred.

The extent of the penalty that the individual residence hearing committee can give is an official warning. They can give no greater penalty than that. So automatically if the student is referred on a serious offense, even though it is a residence hall violation, he would go to a higher committee.

The first level has an original jurisdiction; they hear the cases originally. The second level has both original jurisdiction and an appellate jurisdiction. We have the men's hearing committee and associated women's hearing committee that hear appeals from individual residence halls' hearings.

The student traffic hearing committee has both the original and appellate jurisdiction. The appellate, I suppose, is from the standpoint of a student appealing a ticket that he received. He feels that it is an unjust ticket. Instead of paying that fine, he can go to that committee, and he would be appealing his case. They also hear other traffic violations on an original basis.

On the third level we have the Student Discipline Committee. It is the top student committee. In the other areas there are no student representatives. This is strictly a student committee with a representative of the Dean of Men and Dean of Women. All of the discipline cases from the lower committees funnel into this area. They will hear appeals from level four. An appeal under the new structure can only be appealed to the next higher level. In the old structure a student could have a case appealed all the way up to the Board of Regents. This is where it became downright ridiculous, because the Board of Regents was having cases appealed to them and reversing decisions that had been upheld all along the line. You can see what this can do to your disciplinary structure when you have a political body. Our Board of Regents is elected on a party basis.

The Student Discipline Committee, the fourth level, can issue double warnings, but cannot place a student on probation. The only disciplinary committee that can place a student on probation or suspend the student is the University Discipline Committee. In effect by issuing a double warning they are putting him on probation.

The Student Discipline Committee can issue a third warning, but they can't place a student on probation. If they did issue a triple warning, it would mean "You get out of line a little bit and you're going to be out of the University." The preponderance of their cases are appeals from a fourth level agency. They also hear boy-girl cases of minor severity and infraction. They hear group violations of groups other than fraternity or sorority groups.

On level three we have the academic deans and directors and the business manager, because the only appeals from decisions from these bodies has to go directly to the University Discipline Committee.

We have honor codes. There are many academic violations of those honor codes, plus cheating, plagiarism, etc. The professor and the academic dean work together on cases of cheating. The professor will refer to the Academic Dean or the director of his department and they decide how they want to handle it. They may handle it themselves. However, they must send a written copy of their proceedings and the action they have taken to the Dean of Men's office for inclusion in the student's record in the central file. This is not put in his transcript. It is just a folder for each student that is kept in the Dean's office.

The other thing that they can do is refer the violation, if it is cheating or plagiarism, directly to the University Discipline Committee.

The University Business Manager has the responsibility if a student fails to meet his financial obligations. He is then forced to refer the case to the University Discipline Committee. They will then decide the case.

For all practical purposes the University Discipline Committee is composed of five people, no students. The Dean of Students is the chairman. He usually is able to break a tie. However, he can vote on any case if he feels strongly about it. It is composed of the Dean of Men, the Dean of Women, and two members of the faculty at large. This is the top committee. The load is heavy and they meet weekly. Every official action, every official warning given in committee has to be approved by the University Discipline Committee.

If they find that one residence hall, for instance, is giving double warnings for the same infraction that another residence hearing committee is issuing single warnings for, they would call up those cases, perhaps demand a re-hearing by the original agency, and try to equate these decisions.

In effect they seldom reverse a decision. Now that the orientation in residence halls is efficient, seldom do we have the University Discipline Committee disapprove the findings.

The administrative council is composed of the various deans of the university. This is an administrative body, the high officials, the vice-presidents and so forth.

We do grant an appeal in any disciplinary case to the next higher level. Obviously, if the hearing is heard by the University Discipline Committee, we have to have a committee to hear the appeal. A three-man committee from the Administrative Council is appointed to hear the appeal. That is the only time the Administrative Council enters into the proceedings.

MR. LAMONT A. HALE: I am going to talk about two areas: the disciplinary structure as it relates to the residence hall program, and then how it relates to the residence advisor and his work with the student.

I am a very strong supporter of the resident advisor or someone working in this capacity, because I feel that he is the one who does the programming. He is the one who has the contact with the students. I know in our own case, for the first few weeks, he is "Mr. University of Colorado," and he can get us off to a real good start with the students.

The philosophy of discipline within a residence hall is quite similar to that of the university. In the residence halls we are trying to rehabilitate the student so that he can live with his fellow students in a harmonious manner and assume his responsibilities for the living unit.

The residence hearing committees are very effective. It is my own feeling that discipline that is administered by one's own peer-group is more effective with most students than discipline that is administered by a higher body that sits in "Never-never-land," and with whom the student might only have contact once in his academic career.

Early in the fall semester the head resident who is a building supervisor will publicize the fact that we have the hearing committees and that he is presently taking applications for people who are interested in serving in that capacity. Those who are interested submit a statement of application stating why they would like to serve in this capacity.

If he is able to identify students would be an asset to the disciplinary program, he will draft these people. What we are looking for is the type of student who is a little more mature, who will assume his responsibilities as a member of the residence hearing committee. This takes a pretty level-headed student to approach this in a conscientious manner. Some students apply because it is sort of a status thing.

After the head resident has selected his residence hearing committee, he and I will meet with these people generally in a two or three-hour session early in the year. We explain the disciplinary structure and how the residence hall relates to the disciplinary structure. We try to orient them fairly well in this manner. We explain to them the various penalties that they might hand out, the effects of these penalties, the fact that if they are hearing a disciplinary case, and they see fit to give a student a single warning, that in a matter of three or four days this case will be approved by the University Disciplinary Committee, and a letter will go home to the student's parents.

It is very important, especially in our system, that the residence hall hearing committee and the residence advisors approach disciplinary problems in the same light. This is controlled mostly through my office and working with the head residents.

We come back to our same basic approach, that we are there to rehabilitate a student, an offending student, so that he can continue to live in the residence hall.

It is very important, I repeat, that the residence advisors and the Residence Hearing Committee approach a disciplinary matter along the same lines.

At no time should the staff - and here I am speaking of myself or the resident advisor or the head resident - when working with the disciplinary committee, act in a "rubber-stamp" relationship. We want these people to operate in a responsible manner, responsible both to the student and to the institution.

This, I feel, is the very important crux of our disciplinary system, that we have agencies on a lower level which are close to the students and they can consider a disciplinary case in its proper perspective.

We feel that only three percent of our students become involved in disciplinary cases. We have to be prepared to take care of the three percent, because if we are not effective in handling the three percent, we would soon find that the percentage was much higher.

So the resident advisor has to know his students and have a good relationship with them. He has to be in a position where he cannot indulge in the pressure of being too close to them, but cannot indulge in the pleasure of withdrawal. The resident advisor is not a professionally trained person. He is simply a person, a young, mature man who has worked with the residence halls in a lower capacity. Most often he is a graduate student. He is there to assist young students in their problems, in their transition from high school to the university. If he has the proper relationship, he can tell which students he can be more harsh with, and he can tell which ones he should go easy on. But he has to be capable of handling a disciplinary matter.

Those who are referred and action is taken are very rarely repeaters. Whey they do repeat, sooner or later they find themselves out of school, and that takes care of it.

MODERATOR SKIDMORE: As the result of the format Colorado proposed, we have been helped at Utah State. We worked the biggest part of last summer with our Dean of Students, also with student representatives and student services to prepare our rules of conduct which were placed in the hands of every student and every faculty member.

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CO-ED HOUSING - THE STUDENT VIEWPOINT

Moderator: Dr. T. Roger Nudd, Associate Dean of Students, U.C.L.A.

Student Panel: Sheri Cunningham, Rick Johnson, Mary Currie, and Bill Dunwoodie

MODERATOR T. ROGER NUDD: Welcome to the Student Viewpoint on Co-ed Housing. We have a fine panel here consisting of Mary Currie, Bill Dunwoodie, Rick Johnson, and Sheri Cunningham.

Our function is mainly to offer some vigorous rebuttals to things we suspect will be said about co-educational residence halls. Every other year at these conferences, we have a session on co-educational residence halls. These sessions, in the past, have dealt with the more mechanical aspects of the problem. We have given you a transcript of a paper written as a result of our presentation at Columbia University two years ago.

This year we present the students' view of coeducational residence halls. We have asked these students to present the pros of coeducational halls as well as the cons.

MARY CURRIE: I will speak on the greater number of varied opportunities in coeducational residence halls.

We feel that coeducational residence halls provide a greater opportunity for activities in all areas of cultural, social, and recreational situations. At Sproul Hall for social affairs we have numerous exchanges between the men's and women's floors, both during the week and on week ends. Then we have dances on the week ends and our annual spring and fall formals. In recreational activities, we have coeducational teams for volleyball, softball, and tennis, along with our own recreational activities here in the hall. We have our tennis courts right outside of the dorm. So, these sports are spontaneously participated in by both men and women.

In our cultural activities, the floors put on lectures and movies as well as dormitory-sponsored programs. There are many reasons we are able to have more varied activities in coeducational residence halls. One of these might be that the ideas coming from both the men's and women's groups are varied and unique. Another is that events are more easily co-sponsored by men's and women's groups. There is also a greater spirit of competition here for both the men's and women's floors. So they want to plan the best activities they can.

The third reason is the size of the dormitory. There are more people to put on the activities; more people to carry them out. So, we feel that these are all the reasons which help to put on varied activities in a coeducational residence hall.

MR. RICH JOHNSON: I am going to speak about the opportunities we have in coeducational residence halls to develop social graces. We have found that being together provides opportunities or situations that you must face. I think that this is one of the biggest points in helping people to develop "social graces."

We have dances, exchanges, formals, and just conversations with the other people in the dormitory. These enable a person to gain more experience and be more adept at handling social affairs. I feel that these opportunities come up more often in a coeducational residence hall rather than in a hall that is all men or all women. You see people of the opposite sex at breakfast, lunch, dinner, and all the time. We have a little cliche that we use in thinking of coeducational residence halls of which I will speak later.

We also find you see people in all of their moods. Everyone is not in a good mood all the time, let alone nine months out of a year from September to June. As you make friends, you begin to see these people every day, three times a day, at meals, walking to and from classes. You have meetings, work on committees, plan events, etc. You make new friends, but the advantage is that you get to see them in all of their moods. I think that it is a learning situation and learning is what we are here for. Even after we leave here, we don't stop learning. These situations are more obvious in a coeducational residence hall. In an all men's hall, a person can choose whether he wants to date or not. This is especially true in the case of men. They either ask or they don't ask.

As a second point, we are in constant contact with persons of the opposite sex. In living with people of the opposite sex, you are more or less "forced" into meeting them. You have to have meals with them.

If a person comes out of high school and has not been socially active, this will force him to be more socially active and to meet more people. However, if a person has been socially active in high school this helps him to continue his social development.

In summary I would say that being at meetings, on committees and in activities a student living in a coeducational residence hall has a great advantage and opportunity in helping to develop his "social graces."

MR. BILL DUNWOODIE: I would like to consider a foreign student when he arrives at a campus and then consider what a strictly male dormitory would offer him. Then, in opposition, I will consider what a coeducational dormitory life would offer. I will speak mainly from the viewpoint of a man.

A foreign student arriving here generally will not know anyone in the locality and will be somewhat lonely. I know he will feel homesick. Incidentally, I am not speaking just as a foreign student. This could apply equally as well to any person from out of state. In many cases there may be a language difficulty. I know, because I had one. On many occasions I have asked the location of a restaurant and ended up being told where to find the nearest "comfort station."

The foreign student or out-of-state student may have certain impressions of the United States which usually have been gleaned from movies, television and missionaries. This is something that perhaps you may not be aware of, but I know one fellow from Africa who had been exposed to missionaries for most of his life. He had gleaned the impression that this country was very religious. I mean, people adhered strictly to religious precepts and lived according to them. He was quite shocked when he came here.

Another aspect, too, is that many foreign students have been educated in high schools which are strictly male or strictly female.

What, then, would you find if you arrived as I did? What does dormitory life have to offer? First of all, you make a number of friends quickly, which is very important to a foreign or an out-of-state student. The main thing to me in establishing friends in a dormitory situation is a "bull session," because I know that this is how I got to know most of the people on my floor. For instance, if you wander down the hall, there may be an open door and a group of guys inside. Before long, you are talking together and exchanging ideas, and before you know it, you have made some good friends. This is something that I found in Dykstra Hall when it was strictly an all-male dormitory. I made a lot of friends that way, just from exchanging ideas in a casual-type of situation, either on the floor or in the dining hall over a meal or a cup of coffee.

Now I would like to relate how I feel about coeducational dormitories. All these things hold good as far as contact and establishing friendships among males, but, also, you have a better exposure to members of the opposite sex. You would be able to have contact of the casual nature Rick has talked about. This to me is the most important thing that is added in a coeducational situation. There will be more exchanges of ideas, more varied topics of discussion, because it is a coeducational situation.

Living in a coeducational dormitory provides a better opportunity to become acquainted with the social customs. For example, in the situation of the Indian student I spoke of before, he would have a better opportunity to understand the role of the women in American society which is quite different from the role of women in the Indian society.

Living in a dormitory, particularly in a coeducational dormitory, the foreign student can get a better picture of life as it is away from the school. I feel that a coeducational residence hall, in this particular situation, would offer a better picture of how men and women interact and the social customs of their society.

I have lived in an all-male dormitory and in a coeducational dormitory here at Sproul Hall. I can honestly say that I would pick the coeducational residence every time.

MISS SHERI CUNNINGHAM: My experience was coming out of three years in a sorority house, prior to which I lived in a boarding house and an apartment. So, I feel that my living in a living group situation on a college campus has every possible variation.

I believe that one may summarize the previous talks today and points brought out by stating that the dormitory life on a coeducational basis is a more true-life experience.

There is availability for freedom of contact, exchange, expression, and the opportunity to establish relationships with both sexes regardless of rules. By "rules," I mean other than the rules that have been established at present. Now, if we examine the four words that I am trying to stress here - contact, association, exchange, and relationships - we can draw examples from each one of the previous talks.

For instance, Mary mentioned that there is an increased opportunity for association and exchange. One of her examples was spontaneous volleyball games. There is a natural sharing and a mutual exchange that perhaps cannot be duplicated in a segregated hall where the activities and the experiences are planned in a somewhat artificial manner, as Bill said. There is an increased formality when you have the women in one dormitory and the men in another. So both sexes are able to mutually exchange in a more relaxed situation. You have an increased opportunity for associations, both on the group level and on the individual level.

One other thing that Bill brought out was the "bull sessions," that may spontaneously happen on the floors. In a coeducational residence hall, the men come over from their wing and join the girls for an evening of an hour or an hour and a half just talking and discussing different issues. So, you have, instead of planned communications a spontaneous "get together."

I would like to sum up by saying that for "contact," it is less artificial and more informal and perhaps more sincere; that the "associations" are spontaneous and not planned; that the "exchanges" are unchecked rather than checked; and that the "relationships" tend to be more continuous. These are the adjectives I would like to apply to my four key words and say that in summary we feel that coeducational living is perhaps a more real-life situation.

MR. RICK JOHNSON: We refer to it here in the hall as living in a "fish bowl." You may think that is funny, but it is very true. Living in a "fish bowl" or a "bird cage" or whatever you would like to call it to make it more understandable to yourself, is living in a situation where everyone knows what you are doing. To cite some examples, sociologists and psychologists say that it is best that young people develop their social relations and mix with more than one person, and they highly advise against going steady in high school. I think it is a good idea to perpetuate that into the early years of college. But, under the condition of living in a "fish bowl," if you try to date more than one person the roof falls in.

After a young lady gets on the elevator after a very nice date and goes upstairs, she is met at the elevator door by all the young ladies that were standing and watching her arrival at the window. This tends to put a damper on things.

I think that one of the drawbacks is that people are not allowed to exhibit their own personal choices. If a person wishes to date one person continuously, this is fine. But, as far as dating more than one person, it is a little difficult in a coeducational residence hall. It is difficult for a man to date two girls who live in the same female residence hall or sorority house. However, I think this is magnified in a coeducational residence hall, where the two girls and the young man all live together.

MISS SHERI CUNNINGHAM: Basically, the distractions come from the proximity of both sexes. You get increased communication and association, and you find your thoughts suddenly become concentrated to more social activities. So, I think that "proximity" is a key word here.

Another drawback in coeducational living is time away from the studies. At Sproul Hall and at Dykstra Hall we now study in the cafeteria which is open, unfortunately, to other residence people if they care to come over. This often sets up more of a social atmosphere than it does an academic atmosphere. So you have the drawback of studying in the cafeteria and you have the lounges downstairs on the main floor a little too open and convenient for the general public to walk in and cause distractions. In summary, I feel that the "proximity" of both sexes can prove to be disadvantageous in many respects.

While we are speaking on the negative side of coeducational living, I would like to discuss the double standard. This is greatly emphasized since the woman has to meet a 12:00 lock-out during the week and 2:00 lock-out on Friday and Saturday nights, and the men do not. This lock-out is fine for the men, because they can go downstairs and hang around in the lounge and talk and hash over the evening, whereas the women are rushing to meet the deadline. They cannot even miss it by a minute or they are campused. So, this is an emphasis upon the double standard. Another thing that the women complain about frequently is that we are unable to go downstairs to the food machines late at night. Many times a girl will study late, even as late as 3:00 or 4:00 in the morning, and a cup of coffee or a candy bar becomes very desirable. However, the girls are unable to go downstairs to get these refreshments, whereas the boys can. In summary, the double-standard emphasis causes many complications.

MISS MARY CURRIE: Before Sproul Hall opened many girls were trying to decide whether or not to come over here. One problem of deep concern was that getting up in the morning and going down to breakfast in a coeducational residence hall meant that a girl would have to comb her hair. Living in an all-female dormitory never presented that problem.

Girls and fellows, too, have to be more conscious of how they look when they go downstairs at any time of the day when they live in a coeducational dormitory. The girls have to have their makeup on and their hair combed.

This does not pertain entirely to appearance. It is important how we behave downstairs, also. We can't be hopping all over the furniture. However, we do have a few students who don't seem to care too much how they look or what they do. We have had some public display of affection which we, as house advisors, have had to try to cope with. There are a few in the dormitory who do not seem to care what they do or where they do it. This is one serious problem that we have had to deal with.

MODERATOR NUDD: I thank Mary, Bill, Rick and Sheri for their most interesting and informative viewpoints. We appreciate your attention.

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WHAT HAVE WE LEARNED ABOUT MARRIED STUDENT HOUSING?

Moderator: Mr. James Driscoll, Cornell University

Panel: Mr. Otto Mueller, Associate Director of Housing, Penn State University

Mr. G. K. Hammer, University of Colorado

Mr. C. J. Malanoski, Manager, University Apartment Facilities, University of Michigan

MODERATOR DRISCOLL: Good morning, ladies and gentlemen. This session, just to make sure you are in the right location is, "What Have We Learned About Married Student Housing?"

Briefly, we can review our current situation as housing officers. Between 18% and 24% of our student population are married, depending on which statistics you accept. The average age of our student population increases each year, caused chiefly by an impressive increase in the number of candidates for advanced degrees. Maternity and marriage seem to correlate; I will leave to others the explanation of just why this is.

We have had, and will continue to have, the married student in large numbers; 65,000 by 1970, according to a United States Office of Education projection.

Attempting to summarize the total picture, this is what I believe we have learned to date:

1. We have learned that apartment-type housing has become as integral a part of the college housing program as conventional single student dormitories.

2. We have learned that Boards of Trustees accept married student housing as a responsibility of higher education.

3. We have learned that expansion of family housing is a good capital risk, that can in favorable situations be 100% self-amortizing.

4. We have learned that, with few exceptions, state and municipal governments have accepted such property as educational in nature and therefore tax exempt.

5. We have learned that completely furnished apartments are impractical.

6. We have learned that apartments of more than one bedroom are luxuries, and are included in our projects to alleviate the criticism of being against parenthood.

7. We have learned that married students can be housed successfully in a great variety of structural forms - high rise, low rise, one story, two story, one floor, two floor and even trailer colonies.

8. We have learned that recognition of married students' social, cultural, and recreational needs is chiefly in terms of facilities, not programs.

9. Experience has crystallized out for us the basic operational problems inherent in married housing, as distinct from single student housing.

10. As a 10th and final point, it sometimes seems that we are housing children of students rather than students themselves. Let us try to remember that the dirty-faced little brats are our students of tomorrow.

I would now like to direct a few questions to the panel. Mr. Mueller, do you agree with my statement, "The lower the building the better the project"?

MR. MUELLER: Yes, I would agree. This means in floors. Of course, the lower price would help, too, and lower cost and lower rental. The graduate student and the married student all would like to rent for $25.00 a month, two bedrooms. But, I think all the problems that Jim outlines here - cleaning, noise, safety, parking, laundry facilities, trash disposal, and utilities - these problems can all be handled better, and you can do a better job with a one-story unit. For example, on our campus we have two projects, one 15 years old and the other three years old. The 15-year old project was built on a one-story plan with a shared utility room with three to four apartments in one building. But, they are one-story each, have a little yard space for people to come and go as they do in a normal community. Recently, our housing is a two-story apartment. Well, the old apartments are much more popular than the new.

Now, there are some very successful projects on other campuses where their apartments are double-loaded off a single corridor, but each one of the problems again listed here is more difficult to work with than the low, one-story unit. This is the best answer I think I can give you to that question.

MR. MALANOSKI: I would like to throw out a comment from the point of view of the student living in our apartments. Approximately a year and a half ago we did ask people about the type of units we had at our campus, and one of the questions was, "Would you want to go any higher than two stories?" We have two-story buildings in Ann Arbor, and every comment that came back was, "Heavens, no. Let's not go beyond two stories." As a matter of fact, I think most of them would prefer everything to be on one level so that no one is living over them.

MODERATOR DRISCOLL: I might comment here that our original project of 96 units, all one story, are one and two-bedroom apartments. The most recent ones we completed are two stories. The one-bedroom apartments are one above the other, but the two-bedroom apartments have the two bedrooms and bath up, and the living room and kitchen down. They are much more popular with the families, at least more so than the one level.

MR. HAMMER: This idea of having these apartments on one and two floors is fine, but I think there is one statement in here that is going to be very difficult to ignore. The phrase "If the factor of land use can be ignored . . ." represents one of the biggest problems right there - the availability of land to build these units on.

MR. HENRY DOW, M.I.T.: We have just completed a 16-story high-rise with efficiencies and one bedroom going in operation on the 15th of September of this year. We have no land in Cambridge to speak of; so, we had to go that way.

MR. EDWARD WILMOT, Rensselaer Polytechnic Institute: We just made a survey of our incoming graduate students and found that more than 50% are coming without children, and a lot of them are getting married between now and September. We have changed our ideas as to the number of bedrooms that are necessary. Our past experience has been with older students and with veterans who came with children.

Mr. Bob Jones, University of Arkansas: I would like to ask the delegates here what provisions are being made to take care of the children, such as nursery school and play areas in this type of thing.

MISS EDITH MCCOLLUM, Florida State University: We have an experimental nursery school in our married student housing project which is run by the Institute of Human Relations.

MR. IRVIN WILSON, Purdue University: We have a project of 1,164 apartments, which is being served by what we call an Associated Parents Nursery School, and it is just that, an organization of parents with the School Home Economics. It also is used as a training ground for kindergarten and nursery teachers in the academic department of the university; so, it is an official school as such. It houses about 35. Of course, these are all pre-school and pre-kindergarten age.

MODERATOR DRISCOLL: The next question is directed to Chet Melanoski. Chet, do you agree that the cost of educating students' children should be the institution's responsibility passed on to the parents directly or indirectly?

MR. MALANOSKI: I do not agree that it should be the institution's responsibility. The university is not being assessed any fee or taxes for the children attending public schools. In other words, Ann Arbor is accepting the children of our students into the public school systems without raising much of a fuss about it.

MR. WILSON: We have adopted the policy of assessing a school tuition surcharge to all tenants whether they have children or not. This is the same principle of taxation in the city, and we assume the obligation and the cost of the transfer of tuition to the public schools. At a rate of about between $2.00 and $2.50 per apartment per month, we get enough money into what we call a "funded account," a fund which can be used for no other purpose than to take care of the tax obligation. We find it makes a very amicable relationship with the city to recognize that these are tax exempt, but that they are carrying their portion of the educational load.

MODERATOR DRISCOLL: I believe that if there are no further comments or questions on this question of school financing, I will pose the next question to Mr. G. K. Hammer.

Do you agree with the statement that anything larger than one-bedroom apartments is unsound economically?

MR. HAMMER: No, I don't. I disagree with it as I also disagree with the sixth item in your speech which read, "We have learned that apartments of more than one bedroom are luxuries."

At the University of Colorado we are thinking more in terms of two-bedroom apartments than anything else.

MR. PAUL HENRY, Auburn University: In Alabama we have somewhat the same feeling that Mr. Hammer has about the two-bedroom type married student apartments.

MODERATOR DIRSCOLL: Thank you all very much for your attention in this session.

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CONSTRUCTION OF MARRIED STUDENT HOUSING

Moderator: Mr. James Driscoll, Cornell University

Speaker: Mr. Otto Mueller, Associate Director of Housing, Penn State University

MODERATOR DRISCOLL: This afternoon we are going to discuss a subject that has been in the foreground with all housing people for a good number of years, ever since the temporary housing started to fall apart and we had to face up to the program of continuing numbers of married students and no place to put them except in these shacks, which most of us have or will get rid of as time goes on.

Construction of Married Student Housing, conducted by Otto Mueller, Pennsylvania State.

MR. MUELLER: It is estimated that over 43,000 apartments for married students will be located in campuses in the United States as of this summer. It appears from the study made for the *College and University Physical Facilities Series* of the U. S. Department of Health, Education and Welfare that the usable space in these apartments approaches or is just beyond 500 square feet. The gross figure was something like 15 to 20 percent beyond that and goes to 575 square feet.

Going into a check list for planning purposes, I mentioned that each campus has to decide what they are trying to do for its married students and what is the problem they have to meet; so the first thing is a definition that tells what you expect to get from your married students project.

I know that on our campus one of the things we point to in definition is to provide space that would attract graduate students to accept appointments offered in teaching and research, and if we did not have these apartments, we would not have graduate students accepting the graduate appointments in the

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research and teaching because many other campuses and many other universities have the space, and this is a trading-stamp item, really, as far as we are concerned. This is why we got into the business of housing for married students. The colleges and the universities could not fill appointments because these people they were recruiting said, "I have to have a place to live. I can't come to State College to look for a place. I have to be assured that when I come, I will have a place to live. I want to rent sight unseen."

I am going to go through this check list, and I would like to have you, if you care to interrupt at any time, just do so. We will show you what we did when we were trying to put our project together.

The program called for the number of apartments, 216 in this particular project. The next item is the size and number of rooms, including area.

The next item is the maximum number of floors. Were we going to have only walk-up, or were we going to have them all on one floor, or, because of the site, were we going to build a high rise?

The next item, "Composition of Each Apartment Unit," means this. Is everything going to be in a high-rise unit? Are we going to have 16 units with 4 units in each building?

Under "Functional Space Considerations" we determined that in order to successfully operate, you must have residence management, on-site resident management of the project; so we provided office and apartment space on the site.

We knew that we would have some child population, and we provided recreational areas adjacent and intermixed with the apartment areas, enclosed by cyclone-type fence so that small fry could not escape if they were in there with a sand pile. These are all pre-school age children, of course.

Storage space. This is space outside of the apartment proper, and this was adjacent to the laundry room where we built wire-cage lockers.

Site: The graduate student wants to be, because of transportation, as close to the campus as possible, and in our community we had to consider the orientation of this project to the campus, the traffic patterns relating to the campus, and its relationship to the adjacent buildings, whether or not we were going to get a site where we would have to have a heating plant or it could extend from the facilities from the main campus. Fortunately, we were able to do this. Our married student units are heated from the main utilities, which was a cost in the project, but we felt that this did the best job for us.

Driveways and walks. There is a continual debate as to whether the driveways and walks should come into the project with interior courts or whether it should be on the periphery of the project or whether it should be at one side of the project and everybody walks into it. You find projects of every variety.

Now, the other considerations on the site will be external noises from traffic, play, highway. Of course, you always have hanging over your head in every one of these the building codes. In one site you can get away with one type of a facility that wouldn't go in another at all because of the local codes.

Other considerations that go into this program relate to safety or fire rating, the number of exits, fire alarms, fire doors, whether you are going to need security beyond the resident management, whether you have to have the patrol of the campus, or whether you have to have a night watchman circulate in your area, whether you are going to have window screens or not, interior or exterior, built-in or removable, whether you have to have overhang on one side of the building, whether you have to have roof access or whether you can go on top of your buildings from the outside.

Within the apartment you have to decide about telephone location, radiators, registers, or convectors, where you are going to locate them in the apartment.

Mechanical considerations. The first one that is really grave is that of the walk-up as opposed to the high rise that, of course, is elevators.

Heat source. Are you going to heat them with a space heater, as some of the apartments have done in the southern states, or are you going to have a heating plant on site, or are you going to have a heating plant, circulating hot water system, that heats five apartments, or is it going to be heated from the main campus by steam or pumping hot water around in the apartments from a central source?

Heating controls. We started with zone control for the reason we didn't think we could afford the other or it was recommended we didn't. We spent the money afterwards and afterwards put in an individually controlled thermostat. I believed from the beginning this was a must.

Another important mechanical consideration is the plumbing fixtures and the accessibility of all your plumbing. How will you put your apartments together so they can be serviced from a corridor, from a well, from the basement? Will you have individual apartment shutoffs?

Electrical considerations. Plans must be made for transformer and switch gear locations; feeder systems; conduit runs, whether you are going to have exposed conduit in the walls or in the slab; duplex receptacle requirements; television and radio antenna conduit planning.

Material and finish considerations. We had to decide in advance how often we hoped to paint and whether we were going to paint or the tenant was going to paint.

Floor covering. This is a very controversial item. We recommended when we built the two-story apartments - one apartment above and one apartment below - that we carpet all the upstairs apartments wall to wall because we found no other element of floor covering that would reduce noise and noise transmission better than this punchback, all wool carpet.

Interior window sills. Here again is a place where you get into real headaches if you don't use some hard surface - marble, limestone, slate, poured concrete, terrazzo, precast or preformed.

Window type. I guess that I would have to say, although I don't like to, that the old double hung window is probably as satisfactory as anything you can put in these apartments. Sliders are the next best.

Picture molding and picture hanging. We have provided for hanging space in the room by having either a recessed cove molding in the wall or surface mounted.

Door finishes. We have tried to stay away from hollow cord doors as much as we can, even though they are less expensive initially.

We have used folding doors because your area is tight. Every time you have to open a door some place, you take up area. We tried to use sliding doors where we could and folding doors where we could.

Outside doors. In an area where you are going to have six months of bad weather, you save money all the way around in your heating and maintenance by getting the best you can to put in. You want a door that is tight.

MODERATOR DRISCOLL; We appreciate your good attention.

OPERATION OF MARRIED STUDENT HOUSING

Moderator: Mr. James Driscoll, Cornell University

Speaker: Mr. Chester Malanoski, Manager, University Apartment Facilities, University of Michigan

MODERATOR DRISCOLL: During the last hour and a half we built student housing. During this hour and a half we will operate it under the guidances of Chet Malanoski of the University of Michigan.

MR. MALANOSKI: I am going to use myself as a guinea pig on operation. I basically wrote some of the facts about what we do in running our operation on the blackboard.

We correspond with the people who write us or telephone us or come in to see us. We talk to them about our housing, show them apartments, give them applications to fill out, and process the applications. We actually do make the apartment assignments out of our office. This function rests in the hands of the assistant manager of our unit. He basically handles this operation down through here, through the leasing operation, with the incoming resident.

Again, I don't know how most schools operate. Most of our tenants accept our apartments sight unseen, basically. We assign these by mail, and people arrive and don't even know what they are going to get into except by floor plan which we sent out to them when we make the assignment. It is a really tremendous mail order operation.

Of course, the building supervisor has charge of the area of maintenance and service.

Delinquent accounts. Aside from accepting an original deposit with the application and the first initial payment of rent for the month, this is about the extent of monies that we become involved with. After they are in and living with us, the University cashier collects the rent for the operation. However, it remains our responsibility to pursue the delinquent accounts. Again, this rests basically with the assistant manager to follow up on these.

I threw this in here because this additional rental property business back in Ann Arbor is quite a thing. I don't know about your schools, but the University is being willed property or is buying up property and holding it for short periods of time before they make use of it for what we want. Property in and around the immediate campus area may be rented out for a year. It is our responsibility to rent out that house or that apartment project for a year's time before it is demolished and converted into a parking structure or classroom or something. Right now we have an additional apartment house of 25 apartments. We have a 750-acre piece of farm land which we rent as farm land. This is the scope of our responsibilities. We not only rent buildings, but we rent land. Just before I came here, I rented a hayloft.

We get into this business here. This thing here I have been fighting since I have been in this position. We have to distribute mail to people living at North Campus. The United States Government delivers mail to the project, but it becomes our responsibility to pigeonhole this mail into these boxes. This is located in two separate mail rooms. These two desk clerks on the organizational chart exist primarily to distribute mail. The two part time desk clerks exist primarily to distribute mail on Saturday.

Our maintenance and service department endeavors to keep up the apartments and to accomplish repairs that do not get into the trade areas, trade repairs. We have our paint crew. If it is a plumbing problem or electrical problem of real consequence or a roof repair or something like that, we go to our plant department and request this service accomplished.

Contracted services in our setup are the washer and dryer facilities. We have on the North Campus about nine washer and dryer rooms, and at another site we have them in the basement of the buildings.

Drain stoppages is a contracted service on the entire campus. As a consequence, we come under that ruling. The plant does it. They contract that problem out. Security is a contracted service as to our units.

That is your University of Michigan organizational operation.

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ADVANTAGES & DISADVANTAGES OF FURNISHING

MARRIED STUDENT HOUSING

Moderator: Mr. James W. Driscoll, Manager of Housing, Cornell University

Speaker: Mr. G. K. Hammer, Manager, Family Housing, University of Colorado

MODERATOR DRISCOLL: This session will be conducted by Jim Hammer of the University of Colorado.

MR. G. K. HAMMER: I have two experts sitting incognito amongst you. I am going to direct some questions toward them later on. Mr. Ray Lamphear, who is Manager of Married Housing at Michigan State, has kindly said that he would help with some of the answers to some of these questions and Mr. Driscoll is going to do what he can to answer some of your questions.

I know this question of furnished and unfurnished is considered very greatly by all of us. It seems as though it resolves itself by a few basic premises, one of which might be how far should we go with furnished apartments.

One thing, however, that was brought forth fully to my attention was that the second bedroom in a two-bedroom apartment should not be furnished. It should remain unfurnished because of the fact that there are many families who have different aged children, boys and girls.

There are a number of our present tenants we found, surprisingly, who are renting a great deal of furniture from us on those University Village apartments. We found out that more than half of their University Village facilities were furnished, most of them completely furnished by this old furniture that is falling apart. This gave us an indication, we thought, that people might be interested in furnished apartments.

When we discovered that, we decided to look into the possibility of good furniture to put in these apartments. When I say "good furniture," I am referring to furniture such as Tom McCormick put in his apartments up at Colorado State. He put in solid oak furniture. He has had it there for quite a while. We have watched it with quite a bit of interest to see how this has worked, and it has been very, very good.

We paid $110.87 for our refrigerator, $84.90 for our stoves, which made a total of about $195.00 for our electric stove, which is a General Electric, and the 11.6 cubic foot Frigidaire. We felt that we did very well as far as the stoves and refrigerators are concerned.

We had two lounge chairs as I said. They were $46.50 apiece. We had one divan. The divan is made out of solid oak, so are the lounge chairs, with removable cushions. We have two sets of cushions and two rear cushions in our divan, built exactly the same way. That is, they have the removable cushions and the removable covers.

We have an end table.

The divan, by the way, costs us $108.00. The end table, $20.25.

We have a coffee table also in our living room which costs us $6.50.

In the dinette we have a dinette table about 48 by 40, roughly, and we have the center section of the table 24 inches.

We had dining room chairs to match the tables at $12.49 apiece. It worked out that we bought four for some, five in others, and six in others. But we paid, as I said, $12.49 apiece for those.

Altogether, not counting the cost of the stove and refrigerator, we paid $650.30 for our furnishings in the East Campus apartments. With the refrigerator and the stove it costs about $850.00 roughly. That is what we did at Colorado as far as our furnishings are concerned.

Possibly someone may think that that is a pretty expensive way of furnishing these units. We have expensive units. I cannot see putting a lot of junk in these units. I felt we should put in something that would be comparable to the cost of our units. We spent a little bit more, I think, this time than a lot of people do, although our cost per square foot runs approximately the same as most units. Our net square cost ran $14.00. This, of course, was done on the basis of competitive bidding. I feel we are going to have some units that will be really nice. But how it is going to work out a year from now is another question. I am not sure just how it is going to work, but I think it is going to work out very nicely.

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GROUP LIVING - SINGLE STUDENT APARTMENTS

Moderator: Mr. Fred A. Schwendiman, Director of Student Housing, Brigham Young University, Provo, Utah

Panel: Mrs. Alice Nelson, Executive Director of Housing, University of Indiana, Bloomington, Indiana

Mr. William Skidmore, Director of Housing, Utah State University, Logan, Utah

MODERATOR SCHWENDIMAN: This group was assembled at Wisconsin last year in a similar interest session. The Program Committee approached us, following the conference, and asked if we might bring to this conference the same general theme and ideas.

Most of you are aware of the heritage hall-type apartments at Brigham Young University, where we have nearly 300 apartments, each accommodating 6 girls. We are in the process of completing a married student housing project of 462 apartments. Since our experience with girls living in apartments had been most satisfactory, we decided to take a portion of the new married housing project and furnish and convert these apartments into living accommodations for a thousand and six women students.

This meant that for the first time we were experimenting with new sizes of student groups, single girls in this instance. Our initial concept was of 6 girls per apartment. But in this instance, because of the varying sizes of the apartments that we had planned for married students, we had girls living in groups of three, four, and six.

Using the same program and supervision controls, we were able to achieve the same successes of organization and program planning with the single girls.

This indicates the possibilities of the diversification of housing. Married student housing apartments with proper furnishings and planning can be very easily adapted to single student living. Some of you have increases in your apartment income by this decision. Where we might rent an apartment to a married family for $67.50, we now have four sharing one, bringing in well over $100.00 a month. We made large furnishing investments which will take ten or twelve or fourteen years to clear and we have other kinds of maintenance, upkeep, and expenses that we didn't have with the married students. So we didn't enter this with any kind of a financial motive.

Let's consider one other thing with the conventional board-and-room-type structures. This is the summer conference planning and programming with more and more adult groups wanting to come on our campuses. This involves, often, bringing the family for a term, or a two or three-week conference. With the rates that can be charged and with adaptability of apartments, it opens up a new outlet for the accommodations during summer months. Family groups, particularly, have not felt able to pay the price necessary to live in board and room situations. If your community is like ours, there aren't a lot of places for the family groups. There is an incentive for you to work out a program to bring family groups on the campus, rather than have them disburse themselves throughout the community area.

On this panel are Alice Nelson, Executive Director of Housing, University of Indiana in Bloomington, and Bill Skidmore, Director of Housing, Utah State University, Logan, Utah.

We'll call on Bill Skidmore first. They have had some experience at Utah State University with men living in the apartments in contrast to our experience with just the women.

MR. SKIDMORE: Thank you, Brother Schwendiman.

At Utah State University we built a little unit where we have six single girls to an apartment, and we have a married couple to supervise this operation. We built three of these buildings. When we came to our second phase of operation, we were going to build seven hundred and twenty accommodations, and it turned out that of this number, three hundred and sixty were of the conventional type for single men, but twenty-four were apartments, accommodating one hundred and forty-four single men. Thirty-six apartments, which gave us two hundred and sixteen such accommodations, were for the additional women students who wanted this type of facility.

It's been so successful that we wish we had a three hundred and sixty-man unit of the housekeeping type, rather than the other way around. Our administrators went to the leaders and managers of the predominate church in our area, the Mormon Church, and prevailed upon the presidency of the Church to put up about two million, eight hundred thousand dollars to build a housing compound on the fringe of our campus to help us house our students. They asked us for suggestions. They wanted a missionary fraternity house for returning missionaries, not only LDS Missionaries, but all missionaries of any faith. This is a conventional board and room arrangement, and it is located in the center of the compound. On the one end of the compound are four buildings, each housing seventy-two women, and on the east side of this compound are three buildings housing two hundred and eighty-five single fellows.

The thing Fred would like me to talk about is how these fellows get along in a housekeeping situation.

It has proved very successful and we are grateful to the Mormon Church for what they have done for us.

MRS. ALICE NELSON: Mason Hall at Indiana University - a building which houses 86 undergraduate women living in three-bedroom apartments, with a kitchen-study and bath as part of the apartment, has proved to be a very successful venture for that group of students. I might add that I went out to Provo, Utah, and borrowed their plans. At the end of its first year of operation, we had approximately 100 requests to fill 32 vacancies. Students pay $300.00 each for room rent from September until June, and their food has averaged $5.25 per person per week.

We plan to build four or five additional buildings of this type, as we recognize that students are individuals and do not all wish to live in the same kind of accommodations. In addition, we have made every effort to have buildings available for the various levels of income.

The apartment building has load-bearing walls of light concrete block, and pre-cast concrete floor panels with Indiana limestone on the outside. The walls are painted light-weight concrete block and the woodwork is natural finish. The bathrooms have glazed tile on three sides of the shower-tub unit. Ceilings are painted concrete slab. Asphalt tile was used on the floors, except the kitchen areas, in which we used vinyl asbestos tile. The doors are birch with metal frames, and the stairs are metal pan with terrazo tread and carborundum nosings. A storage compartment for each apartment is located in the basement and is made of wire netting.

The construction cost was $321,750.00; the project cost was $414,600.00; the furniture cost was $31,500.00; and the construction cost per student was $3,575.00.

The students' reaction seems to be that an apartment of six is more satisfactory than an apartment of four. The one I expect to build for the graduate students will have single rooms because graduate students want single rooms. We had only two units of four in the building, and no units with single rooms in them because of the increased cost of construction.

There has been a very definite need for more freezer space; therefore, I think the refrigerator should be a combination freezer-refrigerator. We are also finding this desirable in our married apartments. For example, the new ones now will have four freezer spaces and eight feet of refrigerator in all of our married apartments.

Counseling has found some objection to the fact that there are no corridors in the building. They say it hampers the ability of the students to get acquainted. The building is built in two sections with a center stairway in each section. The two sections are connected on the first floor by a lounge, and on the ground floor by a recreation room and laundry. Construction was done in this manner in order to keep down noise, and insure more privacy. I would like to point out that many individuals everywhere prefer privacy to "living with the gang," as has been evidenced by the desire of many students to live out-in-town where only one or two students could be accommodated.

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OVERVIEW OF OFF-CAMPUS HOUSING

Moderator: Dr. Mabelle McCullough, Assistant Professor of Education, University of Minnesota

Panel: Dr. James Lewis, Vice-President, Student Affairs, University of Michigan

Mr. Robert Baron, Housing Coordinator, San Jose State College

Mr. George Murphy, Director, University Housing Bureau, University of Wisconsin

Mr. Chester Titus, Director of Housing, University of Virginia

MODERATOR MCCULLOUGH: Good morning. I am Mabelle McCullough from the University of Minnesota. My role here is that of moderator.

Our topic this morning is an "Overview of Off-Campus Housing." We are approaching this from the past, looking at the present, and then at the future. From the point of view of the past, we are going to see the historical foundation for off-campus housing and its relationship to all student housing.

Dr. James Lewis, Vice-President of Student Affairs at the University of Michigan is with us today.

Mr. George Murphy from the University of Wisconsin will talk of the guiding principles, the objectives, and the needs of an off-campus housing project.

Mr. Robert Baron, San Jose State College, will bring us to the present and discuss a practical program now in operation.

Mr. Chester Titus, University of Virginia, will discuss our legal authority to do what we are doing.

DR. JAMES LEWIS: We are implementing and complimenting and supplementing the instructional program. And only as we do this, and only as housing does this, can we really justify our existence.

I have been teaching nearly forty years and as I look at what has happened to the American university and college starting after the first World War, when most of us went off to college, our parents weren't really concerned at all about where we lived. The "in loco parentis" that we hear so much now from students was quite different when most of us went to college. There weren't parents taking students to campuses. The number of students who come in now with their parents is increasing, and parents are looking over campuses and shopping to choose the right educational institution.

Historically, most of us went off alone without our parents to college, in my generation at least, and a great many of us found housing somewhere in the community. The fraternity and sorority system developed, I think, partially in response to the need for housing. The earliest university building was a women's residence hall. This was partially a reflection of the culture that somehow women couldn't be on the town and that we needed special facilities for women.

I think too often those of us in university housing have a feeling that this is temporary, that somehow we are going to reach the day when all students will be housed in university facilities. This just isn't so. Students always have been housed by communities, and I expect in these years ahead of rapid growth, they will continue to be housed in communities. So, as we talk and discuss here this morning, I think we must do it from the premise that there will be off-campus housing. We need to look carefully at the private operators, who are concerned with furnishing housing to our students.

The behavioral scientists have been doing a great deal of experimentation of the impact of the total culture on people - the age-old debate about whether environment or heredity makes us what we are is being resolved these days. And I think more and more the psychologists and sociologists are coming to accept that probably everything around us makes us the kind of people we are. And it is part of our education.

And I think we as university officers in housing have to look at the total culture of the community, everything that is happening to our students wherever they live, and then begin to do our very best. If my premise is correct that we are always going to have off-campus housing, then we should do our best to be creative in trying to devise new ways to work with these people who are housing our students. And as has been said so well here in our first two speeches, everything must fit into the total educational objective.

There are two key sociological concepts and the first is that we as teachers accept the cultural impact. Everyone in our housing area, at least by precept, becomes a teacher.

And there is something we can learn from our students. And, of course, the second phase, getting to know you, relates to Arthur Flemming's point on communication between people. Somehow, communication is getting to know each other.

Students do change. The things we can learn from students today are quite different from what we learned during the period of the veterans' return to universities. Most of our students today were born after the second World War. They know nothing but the materialism which developed in the period following the War. They know nothing of the depression. We forget this. They know nothing of the things we went through in the War. They have been products of this great materialistic surge which our society has indulged in since the War.

We are typical, and I am not sure whether the culture or the philosophy comes first.

In our state alone we have twenty-five thousand more high school graduates next year than this year. We are going to have a lot more of them. Thirty to forty percent of them go to college in our state. This means ten thousand in one year.

They are brighter. Maybe I better change that. They are not any brighter, but they have learned a great deal more. They have pushed their frontiers in the disciplines beyond anything we could comprehend as high school students. I suppose, next, they are much more serious than most college generations. Many of us are worried about the national student associations because it moves them out away from incidents on the college campus. And yet, I can't get concerned about it. We have wanted students to be active.

MR. GEORGE MURPHY: If Dr. Lewis has asked you to view off-campus housing retrospectively, through the eyes of the natural historian and the sociologist, I propose to give each of you a pair of prescription bi-focals. I want you now to look with me at off-campus housing prospectively as both philosopher and critic. I expect to discuss with you off-campus housing in principle, in practice, and in terms of the shadow which falls between them.

This brings me to my first point: Somehow we in housing must overcome this occupational hazard which belongs to everyone who carries major responsibility for the student outside the classroom; at regular intervals and with absolute integrity, we need to step back for a moment to see where in the forest we are.

I submit that we tend to forget that our forest, our framework, our setting, is first and foremost an educational one. Heaven knows it is easy enough to forget what with distraught widows, overdue rental payments, damaged furniture, parties at three in the morning - you know the list as well as I. But easy as forgetting may be, I believe we must resist following that path. Instead, we have an obligation to draw from the educational objectives of our institutions, varied as they are, a solid philosophy of student life and, from that, a basic framework for student housing. We have a real duty to put ourselves into academic perspective as a contributing segment of the educational whole. Let me illustrate what I am trying to say.

At my institution, as at yours I'm sure, the goals of the University are set in typical "deathless prose" early in our Student Handbook. With us they go something like this:

a. To develop in the student the highest intellectual and cultural interests;

b. To make of him a responsible, informed citizen with a deep sense of his obligation to his community; and,

c. To train him to earn a living in a socially-useful manner.

Developing from this sort of general statement a meaningful expression of the institution's responsibility for the out-of-the-classroom life of its students is not the easiest task imaginable. In fact, I think you will find doing it well to be a challenge worthy of your finest efforts. While I am not sure how fine an effort this is nor how deathless this prose, our capsule philosophy formulated a decade ago sees the institution as responsible:

a. To provide reasonable protection and guidance for students who have not yet developed maturity of judgment;

b. To encourage them to develop self-reliance and responsibility;

c. To release students from such protection as they attain increasing maturity.

Translating this expression of principle into a philosophical context for housing becomes the next step in the progression and, unfortunately, the step that is too rarely taken. In simplest terms, we've put it this way: We assume that where and how students live is important to their educational experience and is therefore a legitimate concern of the institution; that a student's living unit should contribute to the achievement of the educational objectives of the University; and that, within this framework, the student should retain the privilege of selecting housing best suited to his educational needs, objectives and interests.

Secondly, I believe we must identify, candidly and honestly, the role of the private housing sector on each of our campuses - where and how does off-campus housing fit into our educational scheme of things (please observe: I do not tack it on the edge - it fits into the educational milieu). My insistence that we be both frank and honest in doing this is critical.

On most of our campuses off-campus housing is now here to stay, if indeed it ever wasn't. Recognizing this as fact, are we prepared to take the next logical step? Are we ready to define our terms publicly, to establish clearly the setting or context in which this housing is to exist, and in which we expect student and owner to operate? That we must be so prepared is obvious, but let me show you just how clear it is by being one of those prophets of doom and gloom. From what I have experienced on my own campus and from what I have seen and learned on others, unless we as institutions do announce the rules, our students or our householders or both will move to fill the gap themselves - and once either of them has, the job of trying to get the housing train back on the educational track is a monumental one.

I am suggesting that this task of establishing the context, of developing the boundaries, is properly an institutional responsibility. By all means, involve owners and students and faculty in the process of creating the setting - just don't let it, through default, become a Topsy that "just growed that way." Think it through, talk it through right from the beginning (or right from the middle if necessary), and do it clearly, frankly and honestly. In this way you can assure that your housing forest remains a forest, not a jungle.

Permit me here, if you will, the luxury of making you listen to some of my own biases in this regard. I'm being fair to you by identifying them as my own but one or two, or maybe all three, may make sense to some of you.

1. In my best judgment, the role of off-campus housing ought not be one of duplicating or imitating the housing that is available to your students on the campus.

2. The role of the institution insofar as off-campus housing is concerned is not properly limited to being a good fireman nor is it the purely mechanical function of listing and inspecting rooms.

3. One last bias and then I'll get back to the job at hand: Doesn't the term "off campus" housing itself imply all of the negative (or at least passive), uninvolved, not responsible for, this is only temporary,just plain lazy thinking that we have to avoid.

We ought to work a good deal harder, with our students, at identifying what they really want and need, as students, and that we then go about trying to develop housing which fills the bill - or those bills, I should say, because I doubt that we'll find one right answer for everyone.

We have a corresponding duty, I think, to the householder. And again I had better admit to a bias - I do not view student house owners as private businessmen, answerable only to the operation of the open marketplace and the laws of supply and demand; they are instead, in my judgment, in the position of a quasi-public utility, operating on most of our campuses with a captive market, and owing responsibilities to students which extend well beyond the normal landlord-tenant relationship.

I think I have said quite enough. I hope I have succeeded in raising a few questions in your minds even if I've not been smart enough to answer them. But then, knowing the right questions, someone has said, is almost as good as having the wrong answers.

MR. ROBERT BARON: I would like to explore with you creativity in the rough.

In 1960 our college policy statement was changed a bit to require all regularly enrolled single men and women students who were under the age of twenty-one, not living with their parents or guardians, to live in college approved centers. We announced to students and to householders in a clear and succinct manner what the criteria were for approval; we also encouraged students to become familiar with the criteria.

The criteria for approval are:

a. Secure a permit to operate a student residence which would meet all of the health, sanitation, fire and safety standards as prescribed by the municipal code of San Jose.

b. Provide accommodations for a minimum of five or more students.

c. Agree to abide by the policies established by San Jose State for approved off-campus living centers.

d. Provide a common entrance for all students.

e. Rent exclusively to men only or women only who are regularly enrolled students of San Jose State College.

f. Provide adequate supervision.

Upon completing the above requirements and submitting a formal application for approval, the application then became activated and housing officials then carried on the rest of the process which included the inspection.

Thereafter the college would grant approval on a temporary basis for one year, allowing the householder to find out whether this was the kind of business they enjoyed, and also for the college officials to evaluate the kind of experiences that were going on in this living center.

We have learned through experience that it is much easier to be cautious initially, because once a house is on the approved list it is more difficult to remove it.

The next topic I would like to explore with you is the role of the housing office in supervising our off-campus program. We attempted at the beginning of each year to meet with all of our off-campus people in what is traditionally known as a workshop, and attempt to provide for them some helpful hints in operating a student house.

MR. CHESTER TITUS: I am supposed to talk to you about the legal aspects of off-grounds housing, off-campus housing. It is off-grounds at the University of Virginia. We have no campus. It is the grounds.

I have done some research in this field, partly because I had to; we recently started an off-grounds housing program. But the more research I did, the more I became convinced that the best way to handle legal problems is to go around them. I don't mean to out-maneuver the lawyers; usually they are more up to date than we are. I mean that you ought to examine the program that you are intending to institute beforehand from a legal point of view, so that you can develop procedures that will avoid the problems.

Off-campus housing problems can be divided, roughly, into three groups: (1) Those between the landlord and the university, (2) Those between the landlord and the tenant, and (3) Those between the university and the tenant. All of these have some legal aspects.

I think the relationship between the landlord and the university is probably the most important, because the good name and the prestige of the university or institution is involved. The chances of stepping on someone's toes are excellent. And the legal consequences of over-stepping ill-defined borders are tremendous.

The institution has no legal authority or right to dictate how the landlady or landlord runs her business. You can't dictate how much rent to charge or what kind of facilities she wants to offer.

If, for instance, you advertise that a particular place is bad for students, and I almost made this slip once, you can be sued for slander, or for depriving the landlord of a livelihood. If the behavior of the off-campus housing office is circumspect and well-defined, then you can probably defend yourself adequately against such a suit, but you ought to avoid it.

I suggest that the only way to get around this one is that we do what Mr. Baron was telling you that they do, announce your program before you start, being sure that in every way you indicate that you are not trying to control the landlord, but you are merely exercising a well-established right to control students attending your institution.

This is the only legal leg as far as I have been able to determine that an off-campus housing program has to stand on. It has been well established in several court cases. Every act and pronouncement of the off-campus office, therefore, must be oriented toward students or you are asking for trouble.

We are obviously twisting the landlord's arm a bit, because we won't allow students to live in his place if it doesn't meet certain standards. If they need student tenants they will obviously try to conform to our standards. But you can't force them. You can only drop them from the list or not list them at all. We are assuming, of course, that the standards that you are using are reasonable and that they are fairly applied to all landlords.

The one area I haven't discussed is that between the landlord and the tenant. There have been volumes written on this. I might point out, though, that this is one place, this relationship between the landlord and the tenant, where the university can further its educational objectives, at least one of them is to generate good citizenship.

In many cases the students contracting with landlords for space are under legal age. And on occasion, they use this as a device for breaking the contract. They say, "Well, he can't hold me to this. I don't particularly like it there so I'll leave."

We have always felt that a student, whether he is under age or over age, whether he is nineteen or forty-seven, has to live up to his obligations.

The second aspect of this landlord-tenant relationship is that every tenant, or every student rather, is a citizen and he has the right of quiet enjoyment and privacy. If the landlord asks for the inspection then this is all right, however.

The institution that acts only as an information agency probably has no liability in its listings. If all you say is we accept no responsibility for these places except that we are just helping you out by listing them, then you probably have no liability. But if, on the other hand, you undertake an approval program, then you are assuming some responsibility, some obligation, to exercise reasonable care to make sure that they do meet the standards. If you publish standards then you had better be pretty sure that these places you place on your approval list really meet them. If you don't and damages result from somebody occupying one of these approved places, then they can sue the university, or the individual rather than the university, for negligence.

There are two main points I want to make sure I have impressed upon you. The first one is: A legally sound off-campus housing program must be student oriented. They are the only people you can work through legally. You can tell them what to do but you can't tell the landlord.

The second one, the final one, is: Use your legal representative not just to protect yourself, but because you are a more or less public institution, you ought to be interested in protecting everybody, making sure that everybody's legal rights are secured.

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NEW HORIZONS

FUTURE OF OFF-CAMPUS

HOUSING PROGRAM

Speaker: Mr. Jack Siebold, Director of Off-Campus Housing,
Michigan State University

SPEAKER SIEBOLD: Welcome, ladies and gentlemen, to a discussion on the Future of Off-Campus Housing Programs. I see the future of off-campus housing programs as bright and busy. For either as a by-product of the pressures from expanding college enrollments or through student demands for a wider diversity of selection, non-institutional owned housing will continue to play an increasingly significant role in the lives of both students and administrators. Yet, as usual, inherent with such a bright and busy future, I see troubles.

What about the future? I have brought along with me this afternoon my crystal ball. We are going to place it on this table and are going to come up with some information about the future. We are going to project ourselves for the next ten years, or at least until 1970, and see what might be taking place in off-campus housing.

I see a number of factors affecting the future of off-campus housing. First, George Murphy brought up this morning the philosophy of the school and the importance of this to our off-campus housing program. And then there is the geographic location. Paul E. Paule has problems in Detroit because of the size of the city. And what about the composition of the student body? What type of students do you have enrolled in your campus? This is going to affect your off-campus program. What about the ordinances and the building codes in your city? This definitely affects your off-campus housing program. And what about the land which is contiguous in the campus? How is it being developed? This is very important. What about the future enrollments in your cities?

I have a report from the U. S. Department of Health, Education and Welfare. It projected the following total fall enrollments for degree-credit students. How accurate has this projection been? Well, let's take a look at 1963. The graph predicted approximately 4.2 million students. The June 17th issue of U. S. News and World Report states that there are 4.2 million college students in the United States. So, as you can readily see, by 1970, the college enrollments will reach six million, an increase of nearly 50%. If for no other reason, we have troubles in our city because of the increase in enrollment. Each of us is going to be housing more students. I think we will agree that universities have little hope of keeping pace with the increased demands that are going to be placed upon them. Therefore, we are going to be looking to an area across the street in the community.

We have, we think, a very large on-campus program. We would like to think we are one of the leaders in this area. Briefly, we have 25,000 students. The residence halls are housing approximately 48% of the students. Residence halls, as they stand now, house 11,713 students. There are 2,331 students in our married student housing. We have approximately 3,000 single students living off-campus. One thousand of our married students are in apartments off-campus. What of the future then? Where are we going to pick up the needed space we are going to need for our off-campus housing? At the moment, we are pretty much filled up here with these homes off campus.

There are large apartment developing areas. Apartment buildings are at a boom level. It has jumped from 8% of the total construction costs in 1950 to 30% in 1963. Thirty percent of the total construction cost is going into apartments. We are certainly seeing a lot of this on our campus or across the street from our campus. So, we have troubles. We have troubles with these apartments, and we can see it coming.

All new apartment constructions will be designed with the student in mind, we are told. There will be a living room area, a dining area with four chairs, a bedroom with two study tables built in, a bedroom with two more study tables built in, a bath with two sinks, a kitchen. As you can see, apartment building construction is, as I mentioned, at boom level. Certainly, we feel that we are going to have many problems inherent with it. So, we have to face up to it.

Now, you talk about regulations and the changes in your regulations. I like to look at it this way. When you have a large on-campus program, you have less need for an off-campus program. Therefore, you have all sorts of room for regulations. You have to have these houses inspected. They have to be approved. All of a sudden, you find yourself needing this type of housing so greatly that these regulations don't seem quite so important. I think this is really an unfair way to look at it, but I think it is a relatively realistic way to look after all, because these regulations are pretty much dependent on how badly we need them.

Although I found it impossible through historical research to come up with complete and accurate figures regarding Negro-student population in colleges, I did find, in the Journal of Negro Education, a "guesstimate" that Negroes, although 10% of the population, make up but 1/20 of the nation's college enrollments. Eight percent of these were outside the main stream of American education in 115 segregated colleges.

As I look in my crystal ball, I see greater demands being placed upon us in housing to find facilities for these people.

What about housing these students? Well, if you haven't felt the need of these poeple, you soon will, I assure you. Two of the largest universities in the Midwest have been touched closely. If I might read from a report from another university, as I will refer to it:

> "University will approve no new privately operated student rooming houses unless the owner agrees to make its facilities available to all students without discrimination, with respect to race or religion. The modified regulations also apply when ownership of privately approved housing changes, but will not apply to a house which is a private home of the owner and which is a private home of the owner and which no more

than two rooms are rented."
(3-18-60)

Now this particular University insists that all undergraduates must live in approved housing. So, they have been working on this, and slowly they feel they are closing the gap. I called the gentleman at this particular institution to get the latest news. He said that things are going fairly well.

From University Number Two, February 24, 1960, we have this information:

> "We have been adding no new city-licensed rooming houses to its approved list unless the landlords pledge acceptance of 'Openhouse' anti-discriminatory policy."

Their first effort found them with 57 landlords signed up, and they went to quite an extensive program to insure themselves that this would increase in number so that they would be able to cope with the situation.

These are two universities who are trying to solve this problem. I do feel that we should do research in this area, and see where we all stand.

When we look to the future our problems will include apartment developments, more liberalized regulations, desegregation in housing, and discrimination in housing students. As Dr. Lewis mentioned, this discrimination in housing students is revolting. These are some of the problems as I see them.

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CITY AND PRIVATE FINANCED HOUSING PROJECTS AS SUPPLEMENTS TO PRESENT DEPLETING OFF-CAMPUS HOUSING FACILITIES

Moderator: Dr. Mabelle McCullough, Director & Assistant Professor of Education, University of Minnesota

Speaker: Mr. Paul E. Paule, Business Manager, University Housing, University of Detroit

MODERATOR MCCULLOUGH: This session has a very impressive title. It is my pleasure to introduce Mr. Paule to you at this time.

MR. PAUL E. PAULE: This topic of privately and publicly owned housing as supplements is based on three assumptions. First, we have to assume that off-campus housing is not a temporary situation but is here to stay.

Second, I assume that a university that has an off-campus housing program feels a responsibility for their students and what type of accommodations they are going to live in.

Third, I assume that an off-campus housing program, when it starts at a university, starts out using facilities and private homes which surround the university.

At our university the private homes and the facilities in the neighborhood have been filled and many students in the last year have asked the question: "What can we use now unless the university builds residence halls?"

With these assumptions in mind, what I would like to do now is give two examples of what we are using as supplements to our off-campus housing program, in addition to privately owned homes which provide room, and sometimes room and board for students.

About four years ago at our university we had, within walking distance, facilities for about 600 to 700 students. Within this same area today, we can now accommodate about 150 students. In the four years we have lost over 500 places and we are trying to replace those accommodations. A few years ago, the Detroit Housing Commission, through one of its housing projects, built under a Federal loan, decided to experiment and try to cut the density within Detroit. We have had every housing project ever built go to pot. The crime rate has gone up tremendously; you can't even classify it any more. The Detroit Housing Commission, right across from Wayne University, started thinking about a college corner, about which they approached us. We decided we wanted to participate. It is primarily for married students and blood relations. The students and faculty live in this housing project under the special rental rates established by the Detroit Housing Commission.

This program has several merits. First of all, the accommodations that it provides do meet standards. Second, the Detroit Housing Commission in the city does all the paper work. The only work we are involved in is to send a referral form with the student or faculty or employee, stating that he belongs to one of these three classifications. The programming has been very simple because the students want the program in this particular type of housing.

We are hoping that this off-campus housing facility will expand for us. Right now we have two 14-story buildings which are available to college students from the University of Detroit and its faculty and employees.

Another type of off-campus housing that we may try is something that has just come up recently. It is under the Federal Housing Act Number 221-B-3. This is concerned with limited dividend corporations in low-income housing with a private sponsor. A realtor in Detroit approached us with the idea that under the Federal Housing Act they, as a private concern, may get a loan at a special interest rate and build for us off-campus housing facilities if we guarantee them so much occupancy. This is the gist of it.

If this does work out, it might be a solution, especially to a university that does not have the financial power to build any more residence halls. I believe at Wisconsin they have off-campus residence halls privately financed. They have somebody else build the facilities; they send the students to the householder. At the University of Detroit, this would be tremendous as far as off-campus housing, in that it would fulfill everything that you heard this morning about the philosophy, the programming and the activities that go on within an off-campus housing project. It would be better than to have students scattered in 2,000 different homes.

Programming for this type of situation is rather difficult. These are but two of several different off-campus projects that we are working on now to try to off-set a loss in off-campus housing near the university.

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ESTABLISHMENT OF AN OFF-CAMPUS HOUSING PROGRAM

Moderator: Dr. Maybelle McCullough, Assistant Professor of Education, University of Minnesota

Speaker: Mr. J. Albin Yokie, Director of Student Housing, Southern Illinois University

MODERATOR MCCULLOUGH: The speaker for this session is Mr. J. Albin Yokie.

SPEAKER YOKIE: To an observer of the housing programs associated with colleges and universities, the recent increased interest in non-institutionally owned and operated residential facilities has been most apparent. Until quite recently, the "off-campus" housing of college and university students has, on most campuses, received little notice or administration attention. This now appears to be rapidly changing.

With a few exceptions, the majority of students live off campus. Further, those students who live off of the college and university campus, generally speaking, have little or no direct supervision, administration or communication with the college or university and with the on-campus residential program. The widespread use of the term "off-campus" by its very nature, connotates a certain separateness.

There exists an urgent need for coordination of the on and off-campus housing programs. Basically, there is much to support the incorporation of the off-campus housing program with that of the on-campus residential program either directly within the on-campus organizational scheme or as a coordinate and related part of the student personnel program.

Due to restricted budgets, lack of staff, primary concern directed toward on-campus facilities in which the university or college has a financial "stake," and because of a psychological resistance toward solving the matter of off-campus housing and its proper administration, little has been done to make off-campus housing a part of the total administrative concern of a given college or university. Historically, any contact with off-campus students or facilities has been spasmodic, has lost continuity and completeness, and has been generally viewed as a separate area of concern.

The resistance to recognized off-campus housing as one area of principal attention for a college or university and, thus, to adequately support it in terms of staff and budget, appears to exist for three primary reasons:

(1) There has often been a resistance, either of an overt or covert nature, by some housing officers, to become involved in the area of off-campus housing.

(2) In many situations, a rigorous and prolonged resistance on the part of the community has been experienced in terms of off-campus policies, procedures and regulations.

(3) In many cases the particular college or university has failed to recognize its responsibility for those students who reside off-campus.

Further, there appears to be the beginning of a trend to establish off-campus housing as a part of the total housing program and organization. As manifestations of this observation, the following are noted:

(1) There is an increasing recognition upon many of the larger college and university campuses that the off-campus housing staff should be a part of the general college or university organizational structure.

(2) Within the past few years a significant increase in the number of staff members who are assigned to the off-campus function on a full-time basis has been observed.

(3) The establishment of specific budgets for off-campus housing administration and the increase in size of existing general housing administration budgets to facilitate the implementation of off-campus housing programs is also occurring.

If a housing officer is concerned about providing a better off-campus housing program or in establishing an off-campus housing program where none presently exists, he must be concerned with the following considerations for he will have to make decisions based upon these considerations:

(1) In order for an off-campus housing program to be successful, the college or university must fully and completely support such a program.

(2) A specific set of formal policies and procedures which apply to the off-campus housing program must be set forth and there must be adherence to them. There must be a willingness to implement such policies and procedures, both in terms of specific requirements and in terms of the general intent which is implied by the total off-campus housing program.

(3) The establishment of a rapport with the community in general and with the specific householders who provide housing facilities for students is probably the most single important consideration faced by the housing officer in developing a successful off-campus housing program.

(4) As is true in any administrative function, the ultimate success of administration depends upon the persons who are involved in the administrative process. Thus, the establishment of a permanent, full-time staff operating under an adequate budget is most important.

These are some considerations that need to be answered in the establishment of an adequate off-campus housing program.

(1) Where, in the total administrative, organizational structure of your college or university, should an off-campus department or division be established?

(2) Does the municipal government of the larger communities in which students reside while attending your college or university have proper fire safety and sanitation ordinances in effect which will provide proper health and safety standards of the students off-campus?

(3) Do communicative links presently exist between responsible leaders in the community and your college or university which will facilitate the establishment of an off-campus housing program?

(4) Is there assurance that adequate budgetary support will be forthcoming in the establishment of an off-campus housing program?

(5) Are you, as a housing officer, completely willing to accept the establishment of an off-campus program and to support it fully whether or not it exists as a part of your formal and specific responsibilities?

These are my own personal opinions which I think have been borne out in the experiences which we have had in the past two years at Southern Illinois University when we have tried to develop or establish our off-campus housing program and put it on a more meaningful basis than it has been in the past.

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FRATERNITY AND SORORITY HOUSING

Moderator: Mr. Henry McAdams, Dean of Men, Northwestern University

Panel: Mr. William McGrath, Dean of Students, University of Southern California

Dr. Byron Atkinson, Dean of Students, University of California at Los Angeles

MODERATOR MCADAMS: I offer you some questions today that we might use as a basis for discussion.

One of the questions is how could we secure funds for new construction. It seems that this is a vital problem from their standpoint, and I can readily understand why.

Another problem of vital proportions is how to secure funds for major remodeling. A third one, how about the average chapter houses so as not to squander money or space, and at the same time satisfy the educational or social and recreational needs of the undergraduates. Fourth, how to allocate space vertically and horizontally when two or more fraternity houses are housed in a single building. Fifth, what is the optimum or desirable number of fraternities to be housed in a single building if you must resort to this as opposed to a single unit where you have one fraternity in one building and no more.

Well, these were problems which were considered to be quite important from the standpoint of four executive secretaries of four national fraternities.

Traditionally there have been certain recourses to which fraternities have turned, and one, of course, is to go out to the alumni and pass the hat. This, prior to the days when income taxes were so high, was quite effective. Today it is not so. Another recourse is for the undergraduates to organize various fund-raising campaigns, dances, charity bazaars, and what have you. However, more and more these days, it seems we are moving in the direction of college or university-sponsored housing of fraternities where the college at least loans the money in some cases and seeks donors from outside.

Dean, McGrath, I understand over at USC, you have something under way, don't you?

MR. WILLIAM MCGRATH: Yes, federal housing. The federal government pays it, or gives us a very long loan at very low interest. The provisions are moderate. They include a satisfactory payment of the loan wherein the title of the land be transferred to the university and that the university be responsible in other ways, such as keeping up the percent of occupancy in the fraternity, to, I think, at least 60 or 70 percent. Now, this has its effect.

First of all, fraternities are concerned that they will lose some authority of autonomy when the university owns the land under them which I imagine is a very correct assumption, and also they are concerned that the university will be adding another stipulation, which is true, such as house mothers required in new construction at our university, and the fraternity fears they are losing autonomy when the university has the power or the obligation to keep their fraternity houses filled to a certain minimum capacity as the government dictates. So the fraternities are quite concerned about whether they should take advantage of them. Some of the weaker ones are finally taking advantage of this. However, so are some of the stronger ones; so we don't find any pattern of those particular fraternities who avail themselves of federal funds for housing.

In general we are concerned that we are building in our particular case a series of houses at a considerable distance from the university, perhaps a quarter of a mile, and we are wondering if students located there might have too much autonomy as they have in the years gone by, and whether this forces or encourages a split allegiance. This is all very important in fund raising, you see, for a university. Whether the graduate, once being successful, should help out his fraternity first, or his university first, does bring up bigger problems of that sort, but generally we are using federal funds and have had at least three fraternities avail themselves of it already.

MODERATOR MCADAMS: ITT has done this same thing whereby it has a quadrangle. It is a sister institution of Northwestern in Chicago, and it has developed a quadrangle of eight to ten houses. Each unit is three stories in height, the first story reserved for recreational and social use, the second and third floors for residence.

In this particular case, the funds were acquired from the federal government by loan, and I guess repayable over a 40-year span, although I am not entirely sure of the period involved. The interest rate is relatively low, but I understand it is something around 5 or 6 percent and I don't know much more about it than that. This quadrangle has been built. Title rests with the university, and as a consequence, the institution is enabled when a fraternity cannot fill its spaces to bring in other students to fill them, and thereby have an assured 100 percent occupancy factor which is quite important; so the institution then acquired the money from the federal government through loans, built the houses, and is repaying the joint loans by common agreement with the given fraternity, and will assign its members to one particular building and the fraternity fills it. If it does not, the balance is filled in with some non-members; so this is one thing that IIT has done, and I wish I knew more about it.

I wonder, Dean Atkinson, if you have any questions about how you construct fraternity houses these days.

MR. ATKINSON: Our problem here has been just the obverse. We have here on the UCLA campus almost a classical test-tube situation that perhaps most of the rest of you have experienced because you are all busy, I think. Most of your campuses were all busy during the 30's, 40's, and early 50's taking the very fine federal loans and kinds of opportunities, especially in the 30's, to build residence halls at a time when our governing board on the University of California had taken a firm position, a policy position, on possibly taking grants of any sort to build residence halls and, in fact, building the residence halls from any source of financing, even if we could get it as gifts. Therefore, on this campus we had to grow up first.

We started with a fraternity and sorority system and a couple of small co-ops, and two or three private ventures which provided the only housing from 1929 when the campus was founded at this location until Dykstra Hall was built in 1959, occupied in 1959. So this period of 30 years was the period of great growth for all other universities in the country, major universities certainly, except for us, and we had one resident hall here which had been a gift and was built at the time the rest of the campus was built for 120 girls, and that was it in this enormous institution.

So fraternities and sororities provided for us the only kind of on-campus housing or close-to-campus housing available, and as I said, this policy persisted for a long, long time. They were not given any sort of assistance. They financed their buildings themselves. I was an undergraduate during the mid-thirties, and my house raised its own money to buy a lot here on Gayley, on the corner of Gayley and Strathmore. We raised money from alumni and by various illegal subterfuges to get the house built, and it is still there.

With the coming of the residence halls, enormous monolithic structures and perhaps as many of these on campus housing 800 students plus, each of the fraternities and sororities is beginning to question us. They are saying, "All right. We did the job for you when you had nothing, and now you are bringing millions of dollars into resident-hall construction."

What is the future going to be of the Greek letter system on this campus? I think this may interest you.

The sororities have not felt the pinch at all by the coming of these structures because there will never be enough of them in the first place. They have jealously guarded their small confines, the small empire of the sorority system. No new chapters were added. Their houses had always been full because they were greatly in demand as a status symbol. Now, as then, there are more girls rushing than the houses can take, and if they could take more there would be more rushing.

On the other hand, fraternities have been hurt. Some of the weaker ones have died, and we have five less fraternity chapters here now than we had in 1941, but those that remain are stronger than they were before; so there has been a sort of a coalescing, a drawing in. We do not have any plans in mind to do any sort of institutional or federal financing for fraternities, and they don't want it.

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ECONOMIES IN FOOD SERVICE

Moderator: Mrs. Shirley Bates, Director of Food Service,
Texas Technological College

Speaker: Mrs. Ursula P. Pettengil, Director of Food Service,
Syracuse University

MODERATOR SHIRLEY BATES: Good morning. I am Shirley Bates and I am not going to speak to you this morning. I am your moderator.

Our speaker this morning is Mrs. Ursula Pettingil who is Director of Food Services at Syracuse University in Syracuse, New York.

SPEAKER URSULA PETTINGIL: A stimulating university food service atmosphere that promotes superior managerial productivity will accomplish many and varied economies in a food service program.

At Syracuse we try to promote economies by good management of the following:

Labor - we prefer to call them our staff - food, equipment, supplies, services, materials, visitations and observations.

Labor or staff - because of our size at Syracuse we have centralization. We have a butcher shop whereby the person in charge of that unit purchases, receives, distributes, and bills all meats, frozen fruits, vegetables, eggs, cheese, and special items which are used for concessions or special parties. She takes care of the buying of ice and punch bowls, etc.

Our food stores and trucking division takes care of all staples, canned goods, all supplies such as paper goods, cleaning items, and so forth. Also in this category is all small equipment such as silverware, chinaware, glassware and utensils.

Our bake shop prepares, tests and distributes items such as pies, cakes, puddings, rolls, doughnuts, candies, and special breads for special holiday treats. They also do ice cream in a variety of ways. We make our own ice cream and it is distributed to our units in bulk.

We also do catering work for special parties in our contract halls and make ice cream balls, ice cream sandwiches, ice cream cones, and also do individual molds for special work such as a bell which is used at holiday time, special wedding receptions, etc.

This past year we have also introduced in that area a sandwich room whereby sandwiches of a variety of kinds are made and sold to our snack bar areas, our food table areas, and also to the vending machine. We do not own at Syracuse our own vending machine, but we do sell sandwiches to the rather prominent alumnus who owns the vending machine on campus. We feel we are getting our share by providing the food to him and that limits a lot of cost and is a saving to us because we don't have to be bothered with the repair.

Our Catering Department does all the booking, planning, supervising, coordinating, billing, and the final payment.

The Office Coordination Department does the purchasing, daily quotations, weekly quotations, annual bids, and semi-annual bids.

We feel that we promote a great deal of economy by the use of our research test kitchen which is now two years old. We have standardized recipes for our contract halls, for our cash operations such as cafeterias, snack bars, catering, our resorts, concessions, and vending. We test all items which we purchase and we do practically all of our purchasing in the food service area. We do not buy furniture and that type of thing, but we do buy all food supplies and small equipment items.

Payroll and Personnel takes care of the interviewing and screening of kitchen employees, dining hall employees, college students, and on our campus we even use high school students. We started using them several years ago when the scholarship plan became so prominent on all college campuses. They used to come in the afternoon about 3:30 and we used them evenings after school, and on a Saturday or Sunday. They are given one day off. On many campuses, as you know, the summer clientele that comes to summer school are not people who are interested in working, so we have also used the high school students on our campus now as full-time employees in the summer. Our Payroll and Personnel Department takes care of the physicals because in New York State all people must have physicals whether they are part-time people or full-time people. All clerical people on campus now have to have files. The person in charge takes care of introducing the person to the job and takes care of the payroll also, which includes insurance benefits. The employee may receive book store benefits, hospital benefits, athletic benefits, vacation and sick-leave compensation, time off and free tuition benefits.

This past year we have set up a folder for each employee in our department whether he be high school, college staff member, or kitchen employee because we found that quite a number of our people who do work with us because of free tuition benefits are always wanting special privileges such as time off in the summer.

The dual use of employees - we feel that we have saved a great number of dollars by dual use of employees. Maybe we did some poor scheduling originally, but I think we are improving because we are taking a hard, fast look at the use of our employees. Rather than having this big overlapping which most of us have, I think, at noontime when we have a double scheduling of people, we decided the time had come to do something about it because certainly lunch isn't the biggest meal of the day served so there is no reason to have this overlapping. We decided to discuss ways at staff meeting in which we can use these people. We use them for hosts and hostesses in our various operations. We also use them as cashiers in the faculty club which is only open at noon. We run a buffet at noon and use some of these people down there. We use some of them in our snack bar at noon and several food tables in the corridors which may open from 12:00 to 1:00 during the peak load because we have quite an influx of commuting students - about 2,500 or 3,000 - some of them like to get in the snack bars and the cafeterias. Others would rather just be in the food corridors because they may bring part of their lunch. We furnish them tables and chairs so they can sit down and be comfortable. They may bring sandwiches from home, but on these food counters we may bring milk and coffee and cookies and brownies and they can sit down and help themselves. This is quite an economy because one or two people can serve this table for just an hour and it can be located close to another operation. It can be a fast operation and keep people from complaining about having to stand in line because you know that nobody, whether it is staff, student, or faculty member, likes to stand in line. We just don't seem to have time to stand in line. Nobody wants to do it.

We also use these food tables out on our lawn in the summertime and particularly at registration time. This year registration happened to be on a Monday and for several years we planned to have a food table or two or three in the campus where they register. It usually rains, but this year it didn't. We had our tables under umbrellas. It was quite popular because it was a very hot day. I think registration was about the 2nd of July at Syracuse and as well as being a convenient thing to do for the new-coming students to our campus, it proved quite popular. I have a picture here of the kind of thing that we do with food tables. This happens to be an inside food table, one which is used in our corridor with a variety of food items. We also have a bake counter where we sell cookies, muffins, fancy rolls, tarts, cakes, and pies.

Orders can be taken in one of our units to sell a variety of items to faculty and staff. You know people buy what they see and if you have a display counter a faculty person will come along and buy a pie or cake to take home. We have the boxes and things there.

When I spoke of having outside food tables - I have a picture here which is not a new one. This creates good publicity and public relations because in Syracuse we have a great deal of publicity from the city and newspapers on what is going on up at the university. Naturally they were up on the campus registration day. They learned how many students were coming and they took pictures of the food units. I don't happen to have that picture with me, but I do have one which is very similar because when Rockefeller visited us a couple of years ago we had an outside reception for him and this is exactly the kind of thing I was talking about. We were having iced punch and hors d'oeuvres that particular day. We are going to do this kind of thing the opening of school this year. We have done it in a modified way other years, but we are going to do it this year at some of our very busy places because we have one unit up on a hill which is called Mt. Olympus where a thousand girls live. You know parents coming in at the beginning of the year always have to have a snack or a lunch or something and we feel that they are in a hurry. They usually bring their students to school and leave the same day. Everybody seems to be in a hurry so we are going to adopt this this year for the opening of orientation - two or three around different spots on the campus.

Our resort centers are used in summer. One resort is used the year 'round. These extra people are kept on our payrolls. We have conferences on campus and off campus because many of our conferences are held up in the resort areas. They are somewhat small conferences varying anywhere from 25 to 125.

At the present time we have two reading clinics being sponsored on two of our campuses. One is for children about 10 to 14 which is called the Junior Reading Clinic. Another reading clinic consists of 14 to about 18. They are held the same time summer school is on and an Army control which is run during the month of August in another one of our resorts which is operated for the government. However, these are just three specific ones we have had for the past five years.

Our other conferences may vary from a week end, Friday, Saturday, and Sunday, to a two or three-week period.

Our extra people are also used at peak loads at the cash operations in our cafeterias and our clubs.

Training - We feel that today you just do not call the employment agency whether they be State, private, or local. We do call them, but we feel that if we constantly try to train our own people who are working with us and promote people we will have a better adjusted group of workers and not constantly be trying to get somebody new. We have been doing that for the past two years and I think we are just now beginning to see results because some of our people who come in from kitchen workers can be trained and promoted to be good cook's helpers.

We constantly try to train all staff people, kitchen employees, college students, and high school students because many of our college students who started out on the dish machine or being a runner now are hosts or hostesses in our dining halls. Some of these high school students are very good. In fact, some of our staff would rather have a high school student working for them than some of the college students because, if they are good high school employees, it gives them a thrill to be working on the university campus and also they like the extra cash they have.

At peak loads during the year, particularly the opening of school and many times at the end of school, we have used Manpower. I hadn't used Manpower until about a couple of years ago when I was attending a meeting and we talked about this labor situation which is so critical in every field. A girl in Philadelphia was asked how she managed to staff snack bar operations in the hospital and she said, "I have just tried and tried to get able people and I am in a situation where I am using Manpower."

When I returned home from that conference I decided to call Manpower and see what possibilities they had to offer. I was very much surprised because they were very willing and eager to serve us. I was surprised to learn that we were paying many of our people much more money than we had to pay the Manpower, and they take the responsibility. We found that by hiring these people it cost us less because we did not have to bother with Social Security, insurance, and vacations which cost us money. So we do use Manpower at the opening of school and during our peak loads. I think we have a very good relationship with them.

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SUMMER CONFERENCE FEEDING

Moderator: Miss Marjorie Reed, Director of Food Service,
Washington University, St. Louis, Missouri

SPEAKER: Mr. John G. Kemper, Principal Food Service Manager,
University of California at Berkeley

MODERATOR MARJORIE REED: The speaker is Mr. Jack Kemper, Principal Food Service Manager at the University of California, Berkeley, where he is responsible for approximately 25,000 meals per day plus several thousand customers' service through the various snack bars.

MR. JOHN G. KEMPER: I readily agreed to chat for a while about summer conference feeding because this is a subject which I thoroughly enjoy, and I think this probably holds true for a great many of you here in the room.

On many campuses summer conferences can provide us with a good net profit. This net profit, even though many times hard to come by, helps us provide some of the little niceties that sometimes we aren't able to afford for our students during the regular year. However, we also realize that the conferences put many demands on our operation. They interfere with our maintenance program. But they help us make the budget so there is no point belaboring that point. For a few minutes, then, let's discuss conference planning and operations so we can possibly avoid some of the pitfalls which might keep us from losing money.

I'd like to discuss for the first part of this presentation the arrangements and operating details necessary when you get together with the gentleman, or the lady, who has been given the unenviable task of conference chairman for the following year.

Most of our conferences are arranged by members of the faculty who are using our facilities. How often do our faculty members come in contact with the business aspect of the university? Specifically, the food service and residence halls. I would probably have to answer my question and say not very often. So when they do, or are forced to come to us for something, if we are going to develop these good relations we should do a good job and offer them all the assistance we can. Now, to us the most important thing their conference has to worry about is the housing and the food service, but for them this is just another one of the million and one details that they have to take care of when they are arranging for the over-all conference. To them the most important part of their get-together is their program, and this is the way it should be. So I think our job, then, should be to relieve them of the burdens and the details that go along with the housing and the food service part of their responsibility, and believe me, if you do it and do it right the conference chairman will appreciate it.

Usually this is the first time this conference chairman has ever had this job. He knows what he wants and maybe some of the things he wants we have tried before and they haven't worked. Here, then, is where tact and diplomacy - I don't know whatever else you have, but whatever it is, it will probably help if you use it - to get him around to your way of thinking and accept the fact that maybe you do know a little bit about what you are doing.

I would guess one of the important reasons for having conferences would be the general classification of Personnel. We are able to use at least a part of our employees during the slack period with our conferences. This is extremely important for employee morale and also helps to retain at least the good employees so that we have them in the fall. If you lay your employees off for several months chances are you won't get them back. I guess we probably all know this so I won't dwell on it.

Conference food service gives both the employees and the good service managers a chance to use some imagination in their food preparation, display and serving. It helps get us all out of a rut. Of course, with all the confusion sometimes resulting during conferences or multi-conference feeding operations the employees have their regular routine rut to look forward to. Another point for us to remember - maybe even use it as a club - the employee finds out that he and we can do things a little nicer than they normally have been able to do or afford to do with the great multitudes of students, or possibly because they are limited with their budgets as far as the students are concerned. I think this is good. I think it is good for the managerial staff and the regular employees to be able to do things maybe a little fancier, maybe a different type of service. We will forget that one.

Probably the last big reason we have conferences would be public relations.

We are in the metropolitan area and we have many, many problems. The hotel owners get mad at us because we house people, and they think they should. The restaurant owners don't particularly care for our feeding people. So we are going to do it and they are not going to like it. So, we had better make them feel a little better about it.

It is possible to improve your relationships. You can meet with the local business groups. You can suggest to your conference chairman when he is planning that for a cocktail party, or a similar type of affair, you can't handle it on the campus, but you will be glad to refer him to several of the local establishments. You can let your delegates who attend the conference know where the local drugstores, barber shops, book stores, novelty stores, and so forth are, and make certain that these store owners know that you are telling the people this.

Now that we know why we do conference food service and know what it does for us, let's get into just what we do. In the initial contact with the conference chairman we want to get sufficient information to enable us to give him a cost figure. In other words, what is going to cost him for his group.

Let's assume we have made all the preliminary arrangements such as getting approval from the "Powers That Be" to hold the conference on the campus. First of all we ask the chairman what his requirements are. Well, he will have a lot of them. It isn't a bad idea to take detailed notes or even make a recording of his requirements. If you are going to make a recording of it so you can review it later when he is gone let him know that you are recording it and you are doing it so you will be able to go back because you don't want to miss any of the details which were so important. Then he won't be too afraid of the thing or worry about what he is going to say because he knows it is all for his good.

We should make suggestions or remind him of anything he apparently has forgotten. This is much easier to do before you quote him a price than to have him come in and say, "Oh, my gosh. I knew there was something else I wanted," after you have given him the quote and he has already told the printer and they have it in print so it is impossible to revise the price.

You should talk about special foods or services which he is going to require. What is his group composed of? The age? The sex? Any special problems? A bunch of Moslems? This kind of thing. All of this can affect the cost of the figure which you are going to give him.

Then you are going to ask him how many people he expects. How many people are going to attend this conference, and if there is one thing every conference chairman is - I don't care if he is new at it or old at it - he's an optimist. We sort of use a figure of 60 percent of the figure he tells us. We are a lot closer or a lot more off than the conference chairman.

What types of food service do they require? Cafeteria line? Bus their own dishes?

I think it should be determined if the conference chairman has the final authority or, as sometimes happens, will the association president or some other high official want to change everything when he arrives the day of or the day before the start of the conference.

I think you should discuss whether there are going to be any commuters or local people who will be attending your conference and possibly participating in some of the meals or coffee breaks or social hours. If so, you will want to keep this in mind and prepare a special cost or quote for this group, and it should be emphasized to the conference chairman that this is an all or nothing-at-all proposition for the most part as a lot of this depends upon your facilities. For the most part, you don't want to have somebody deciding to eat today and he is not going to bother with it tomorrow because how in the world can you ever decide how many to prepare for, or how much service you are going to need, or how many employees, or what-not? In a large conference several people don't really make much difference, but in a small conference even two or three people can make a whale of a difference in both your budget and your service.

Then I would suggest that you inform the conference chairman you will review all the notes and recordings and consider the conversation. You can give him a rough estimate ahead of time, but be certain to make it high enough. Then you will give him a quote. Suggest to him that possibly you should give him a sliding-scale type of quote so if he has 50 to 75 people it will be this amount. He expected 65, you see, and if he gets 35 to 50 people it will be another amount. After you have told him this, when you do finally give him the quote, suggest again to him that he use the figure which you presented to him for the lesser number of people. This will normally be a higher price. Many use this as the cost figure for the group; even if the number should hold up your charges to him per person will be less and he will end up with a pretty nice contingency fund. He then will be able to do some of the nice things which he possibly hasn't been able to afford because he didn't know how the finances were going to come up. Maybe he can extend the cocktail hour, maybe instead of having people use their own cars for tours he can rent a bus. There are always unexpected expenses and this contingency fund, if it should come into being, might help him take care of many of them.

We happen to get a lot of small groups who are there for rather long periods of time. Some of these we treat just like summer school. They come and stay in the residence halls and eat with the summer school students and everything else.

Some groups want to pay a little more but they are so small you can't afford the service they require. So then what we try to do is combine several groups into the same dining facility. We can have separate tables or segregate them by screens, but we try to have them use the same service area, same buffet, and same cafeteria lines. Then we can afford to give them a little better service, a little better food, and not be hurt financially.

Once in a while you might have five or six of these small conferences. Pat did an excellent job on this particular example I'm going to give you. We had five or six conferences using this system. I guess they all ranged between 12 to 35, all using a common menu, service, and dining area. This was economical. But, when all but one group checked out as scheduled we had only 22 left. Fortunately, arrangements were made prior to this time to have this group eat with summer school for the remainder of their stay with us. If these arrangements had not been agreed upon in advance a nasty problem, or expensive operation, could have developed for the food service.

Each campus must set its own minimum number of persons it can, or will, accommodate for separate treatment or with special arrangements.

Now, we have prepared the quote and we are going to give it to the conference chairman. If you are planning to give in to him a little bit, because anything you quote him is going to be too high, then you better raise your figure a little bit so you can come down and make him happy. If you are going to give him an accurate figure and you are not going to give in, then he is going to have to come down to earth. So you have either of those ways. But, if you do nothing else don't get caught in the trap too many people get caught in - too often too low a price, too much service to too few people. Most conference chairmen couldn't care less whether you come out financially on their conference or not. They are out to get all they can get out of you.

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FOOD SERVICE - STUDENT RELATIONSHIPS

Moderator: Miss Helen M. Townsend, Food Director, Purdue University

Speaker: Mr. Robert Proffitt, Associate Director Food Service, Pennsylvania State University

MODERATOR HELEN TOWNSEND: This morning Mr. Robert Proffitt is going to discuss food service-student relationships. I present Mr. Proffitt.

MR. ROBERT PROFFITT: After years of devoting myself to cultivating ulcers and experiencing many sleepless nights, I am still unable to discipline myself to the point where I can join with my sympathetic advisors and acknowledge that food service personnel must learn to live with, and accept, unlimited degrees of student criticism.

Today we do not propose to discuss the improved techniques of providing high quality food service and well balanced meals produced through the application of sound business-like procedures resulting in maximum efficiency and productivity, served in pleasant surroundings and in an atmosphere which complements our products. Instead, we will discuss how to improve our student relations so as to minimize the degree of expressed student dissatisfaction. If we are satisfying the former objective, it might now be time to ask why problems of student relations are present in a food service operations.

Maybe some of us have been guilty of relying upon our own judgment and our own appraisal of our efforts. Is it possible also that we have tried too hard to satisfy certain aspects of our operational responsibilities and too little time considering our problems through the eyes of our student customers? The success of commercial enterprises have as a single goal "the satisfaction of their customers in a manner which stimulates sales and enhances the opportunity for profit."

College and university food services must tailor their product to accommodate a pre-established operational income and expense, provide a limited choice of variety of foods of quality, quantity, and in nutritional balance which accommodates the needs of a captive clientele. This situation does not lay a good foundation for satisfactory student relations. It is, instead, a situation fraught with hazards, one which invites discontent, justified or not, and one which lends itself to no single or simple solution.

One major problem which faces those responsible for satisfactory student relations and food service is the need for humans to have an ever-present scapegoat handy - something which is always available and to which they can transfer their frustrations, their need to gripe and the need to drain off their emotional intoxication. Food service is perfectly tailored to and does traditionally fill the role of a scapegoat.

Sometimes we may be fortunate in having students find another issue such as student parking, and during these intervals we are relieved of the role of scapegoat. Unfortunately, our prayers to this end are seldom answered. We must find a way of turning aside criticism in a manner which results in an awakened appreciation and understanding of our program. We must not be guilty of making students our scapegoats for failures we experience in our relationship with students.

This subject was selected for discussion today with the hope that we could develop tactics and methods to improve student relations with food service, and not as a session devoted to a period of commiseration and self-pity. Let us, therefore, avoid further discussion of the injustices heaped upon us, and instead consider those tools, the effective use of which will contribute to a more satisfactory solution to the problem.

When a problem in human relations is defined, our textbooks will point directly to the solution of the problem under the chapter dealing with communications. It has been stated by Mr. Lawrence A. Appley in the Management News, American

Management Association, that "communication is the essence of human relationship. It is the most difficult of all skills. It is the source of super-human attainment and lies at the base of human failure."

Our problem probably does not stem from our ignorance of this fact but, rather, with the scope and complexity of our communication difficulties. The very numbers of our student boarders compound the problem to a considerable extent, and the story we wish to communicate does not lend itself too well to the media normally used for communication with such a large (and frequently pre-prejudiced) audience.

Our students are generally motivated to gripe and complain as an outlet for their emotions and seldom do, we sincerely hope, express facts acquired from logic, reason and knowledge. We must, therefore, attempt to tailor our communication so as to obtain the desired reaction by working on emotions rather than attempting to stimulate logical thinking.

We should establish our communication with students in student language, and in this connection I don't mean Beatnik jargon. Our language should, by its tone, evidence a sincere desire to express clear-cut statement of facts. We should attempt to provide students with information which will better equip them to appraise our success in attaining the objectives established for university food services.

Students desire to be treated as adults and to be credited with mature attitudes and judgments. We can accommodate this problem by dealing with them as young men and women and not as juveniles. We can be honest and sincere in our discussions and give them those facts about our operational responsibilities which they will have the ability to evaluate. We can impress upon them our genuine sincerity and devotion to food service that is an essential quality in a successful food service employee. We must establish, through our discussions with students, an image of dedication to our responsibilities and, of course, this dedication must be present and demonstrated daily.

We have been informed at a previous session of this conference that two factors must be present for satisfactory relationships between people. One is mutual understanding and the other mutual respect. How do we go about establishing these qualities in our relationships with students? Let us consider them one at a time.

First, mutual understanding. I believe that all food service staff personnel are thoroughly informed on such matters as budget requirements, menu and serving patterns, portion controls, and other allowances of foods, the standards of quality preparation and service, the objective of the department operations, and the purpose of each dining hall procedure or regulation. Students also need to have some knowledge of these matters, especially dining hall rules and regulations, if mutual understanding is to be established.

Ours are, generally speaking, non-profit oriented enterprises. We have as a sole objective for the application of business-like operating procedures the desire to provide the maximum of quality, quantity and service to our student boarders. Students should be informed of the role they play as individuals in helping food service provide them the maximum return for their food dollar.

Students who share with us the basic understanding of food services operational principles and realize the difference between the mechanics employed in profit-oriented pay-as-you-go food services and contract feeding, will have a base for understanding the need for dining hall rules and regulations.

Students need to have a basis for their appraisal of food service. They should know exactly what they have purchased when they paid their room and board fees. They need to know what they can expect and what they should not expect for their money. The important step, therefore, in obtaining mutual understanding, is to equip students with knowledge of what our operational objectives are and the plan and purpose behind our rules and regulations.

Secondly, is the matter of mutual respect. This is a give and take proposition, and we usually can expect to receive some measure of respect in return for our evidence of respect for students. We cannot hope for this effort on our part to earn an equal return, but it is fundamental in human behavior to enjoy and respond in kind to those efforts made to feed our ego. To be successful in this matter, we must be sincere. In this regard particularly we must be willing to go more than halfway in our efforts to deserve the respect of the students.

Our attitudes towards students must be disciplined if needs be, and we must not, because of a small percentage of trouble makers, paint all students with the same brush. Most college students are willing to deal fairly with issues if they are provided with the proper leadership and example.

Having decided to communicate with students in keeping with the principle that good communications will improve our student relations, and also having determined that we must exercise careful skill in the development of a desired image, our next actions need to establish a program which best accommodates our objectives.

Several techniques can be applied at this time in an effort to orient students in the objectives of dining hall operational procedures. Each new student can be provided with a hand-out publication which provides him with information concerning dining hall operations and describes the means established for his communication with food service. This publication should be prepared to contain positive statements with just the right degree of authority in its tone. It should establish the need for, and illustrate emphatically the importance of, cooperative actions which will result in maximum benefit of all student boarders, and it should create the very positive impression of the sincere desire of food service to render the highest standard of service possible.

Another important part of the book should be the channels of communication available to the students, the channel that they should use in communicating with food service personnel.

The second method of communicating with students at this time is by holding meetings in the dining halls. These meetings can be scheduled as a part of the orientation week proceedings. Meetings of this type can be effective in establishing the desired impression of the dining hall staff.

Consideration needs to be given to the staff outside of the dining halls who can in their daily associations in the residence halls act as a liaison between students and dining hall staff. The residence hall counseling staff has the best working environment in which to conduct a continuing program of communication with students on matters pertaining to food services.

It is essential that the counseling staff and the dining hall staff establish the closest possible working relationship. Weekly meetings might be a way of establishing this liaison. The meetings might be conducted over the luncheon or dinner table, possibly just before, and after, or during the student meal.

Another group through whom we should work for improved student relations is the student foods committee. I assume most dining hall supervisors have such committees available which are established by student government in the resident halls. If food supervisors are conscious of the potential for improved student relations, the consequence of the effective working relationship with committees, they will be motivated to devote appropriate attention to this most important tool of communications.

We utilize another means of communicating with students in the form of slide-talk presentation. Those of you who were at the ACUHO conference in Indiana in 1960 may have seen it. This is made up of a series of colored slides and has a narration on tape to give interested students an opportunity for an arm-chair tour of our operations.

Our story of food service attempts to illustrate the processes involved along the trajectory which begins with the planning of a menu and carries through to an individual plate of food prepared for service to our student boarders. Throughout our story we attempt to explain the philosophy of operation of food services, spell out in considerable detail the considerations applied to menu planning, purchasing practices, operations of the Central Food Stores building, food protection practices in the dining halls, and standards of sanitation. As this story unfolds, you can sense a new feeling of understanding and appreciation on the part of students for the scope of food service operations.

Generally speaking, the only thing a student sees of the operations is what he sees when he goes through a cafeteria line. He doesn't really know, he has no knowledge of what goes on behind the counter back in the kitchen, all the way back to the beginning of the chain of events that leads up to the food that he is being served.

We also use it to indoctrinate the staff of the Dean of Men's or Dean of Women's office, the people who are going to work in residence halls with us each year. We also use it for orientating new staff personnel and employees in the department.

Each year we have occasion to present our story in slide-talk form at student meetings organized by our foods committees. These meetings are organized by our residence hall student officers, some publicity is provided to generate attendance, and after the showing we have a session devoted to questions and answers about food service matters.

Student dining hall workers are another good asset to us. If their attitudes are properly cultivated, they are a very effective force to utilize in attaining a satisfactory standard of student relations. We have all probably had some satisfactory experiences resulting from the loyalty of our student workers. The older workers can be trained to assist you with your problem of student relations, both with other less satisfactory student employees and with the trouble maker in the dining room.

Tours of the physical facilities of food service, dining hall kitchens, and food stores buildings will do much to educate along favorable lines the attitudes of students about food service. We have had "Open House" in the dining halls for parents and students during orientation week. We also have

"Open House" during the school year of the food stores building for students.

Another agency on the campus through which you may be able to communicate with students is the daily student newspaper. This instrument of communications can do much for the cause of student relations and food service, or can do much to harmfully affect student attitudes. We have worked out with our newspaper a system whereby they assign to housing and food service each year a student reporter who has food service and housing as his beat.

Another thing we do is have a policy with our student newspaper that anything that is published or released for publication has to go through the Office of Public Information to be checked for accuracy before released for publication.

The most effective tool we can employ in improving our student relations is the dining hall staff. Regardless of what efforts are expended in developing a program of public (student) relations, this program will avail us but meager results unless the supervisory staff and the employees cultivate during their daily contacts with students the relations we have established as our objectives.

On any campus, food service personnel have contacts with students three times a day either six or seven days a week. It is during these contacts that the general tone of our public relations is established. If our people are carefully trained and well indoctrinated in the principles of public relations and they apply these principles to their contacts with students along with the necessary discipline of their own emotions, at times you can do more good for yourself than any other thing you can do.

This ability to subordinate your own emotions, personal pride and dignity for the satisfactory solution to our student relations objectives is a quality present in widely varying degrees in all humans. Unfortunately, your best supervisor or employee is sometimes a person who is lacking in tact, patience and the temperament to contribute to the success of your student relations program.

The training of food service personnel in satisfactory public relations is a responsibility of all personnel on the food service staff. Everyone must guard against anything but constructive efforts to develop favorable student relations. It is very easy to get upset over some of the actions of some college students. Each of us who realizes the importance of satisfactory student relations must, therefore, guard against expressing negative reactions to those employees whom we desire to have on our public relations team.

The maintenance of an acceptable code of behavior on the part of students in the dining hall, and the enforcement of the essential dining hall rules and regulations is a matter very difficult to handle while also attempting to establish improved student relations. Any conversation between supervisor and student in such situations is awkward and embarrassing to both parties.

We have instituted a policy of placing all disciplinary matters in the hands of personnel of the Dean of Women and Dean of Men's staff. Our supervisors are requested, when a dining hall rule or regulation is broken, to determine the student's identity by asking for the student's meal ticket or student identification card, and to return the card when this information is obtained. A full report of the incident is made by the food service supervisor to the Dean's staff person concerned and such discipline as is then judged appropriate is a matter of concern to the Dean's staff. A follow-up report of the discipline administered is then made to the reporting dining hall supervisor. We hope that this system has reduced the awkwardness and embarrassment that sometimes results in the relationship between food service personnel and students in the dining hall.

We have talked about methods and techniques available to food service to satisfy the needs for student relations. Each of us must tailor our own program to our individual needs and to our own particular circumstances. No program, no matter how intelligently conceived, and conducted, will result in satisfactory student relations if the products and services rendered to students are less than adequate. Our program for improved student relations will be effective only if our other responsibilities for food service are handled with the same or a greater degree of efficiency.

Students will react more favorably to the results of our actions to produce the highest quality food service more than they will to our protest about the operational difficulties which hamper our efforts to success.

We must create, at every opportunity and with every contact we have with students, the image of dedication and devotion to our objectives that we want students to associate with dining hall operations.

We must be ever conscious that we, as individuals, are on display, not just the food products being served. We must operate with the highest degree of proficiency and demonstrate the best in productivity at all times.

We must be blessed with or cultivate the temperament, personality, patience and understanding so essential in our daily associations with students in the dining hall. I think, above all else, it is important for us to generally like young men and women of student age, and to obtain our work satisfactions from the genuine contribution we do make to their total welfare.

MODERATOR HELEN TOWNSEND: If the participation is any indication of interest, you have hit home on some point.

Thank you very much, Mr. Proffitt.

*****

BUSINESS MEETING

President Malcolm G. Gray, presiding.

PRESIDENT GRAY: The meeting will now come to order. Ladies and Gentlemen, the business session of the Association of College and University Housing Officers is now declared officially open.

The first order of business is a report from the Secretary of attendance to establish whether or not we have a quorum.

SECRETARY CLINGAN: We have 121 member schools registered. We need 73 for a quorum and I think within three minutes we will have the total count. We have already established a quorum.

PRESIDENT GRAY: Since we have a quorum, we will proceed and pick up the official count later.

I will now call for the reading of the minutes of last year's business meeting.

SECRETARY CLINGAN: Mr. President, these minutes are contained in the conference proceedings published and issued to the members beginning at page 186.

MOVED by J. C. Schilletter, Iowa State;
SECONDED by Edmund Price, UC-Davis
That the minutes be approved as written.
Unanimously CARRIED without discussion.

PRESIDENT GRAY: Rather than have the reports of committees made by the respective committee chairmen, you have your packets with the President's Report on top and it goes down through the list of officers - the Secretary's Report; finance report submitted by the Treasurer; First Vice President's Report dealing with the Newsletter; Report of the Membership Chairman, our Second Vice President; Inter-Association Coordinating Committee Activities by Past President Newell Smith; Report of the Advisory Committee to Housing and Home Finance Agency by Past President Joe Nye; ACUHO Library Committee Report by Don Moore; Placement Committee Report by Vern Kretschmer and a Special Foods Committee Report by the Committee of which he was also head - I would like to add that those interested in this special foods program should meet in this corner immediately following the business session; the next is the report of the International Committee by Scott Wilson; report of the Training Committee by Bob Page; Report of the Displays Committee by Charles Y. Gee; Report of the Research Committee by Mr. Lew Haines and I call for a Special Report from the Off Campus Housing Committee, Dr. Mabelle McCullough.

CHAIRMAN MCCULLOUGH: On behalf of the Off-Campus Housing Committee I wish to present to you rough draft papers of six articles on off-campus housing. We will have additional articles.

PRESIDENT GRAY: Thank you very much for these very interesting and worthwhile papers.

PRESIDENT'S REPORT - 1962-1963

The experience of serving as your president during the past year is one that will always be looked back upon with feelings of warmth and admiration for all who have given so freely of their time and talents to further the interests of ACUHO.

The dedication of the members to their respective areas of Housing, Food Service, and Counseling is what gives the Association such a place of esteem in the minds of those who have come into contact with ACUHO and its many activities.

In traveling over the country on Association business, or representing ACUHO at various meetings, I have been proud of the prestige of the organization. This prestige has been built up in a relatively short time and speaks more eloquently than words of the work done by the Association membership during its 15-year life.

Time and space will not permit the naming of all who have contributed so much to programming, research, training, and other activities of ACUHO during the past year. However, I should like to have you join with me in giving thanks to the various committee chairmen for the work done during 1962-63. In expressing appreciation to the chairmen, we are at the same time thanking the committee members and the many secretaries and others who labored so long and faithfully for your Association. The names of the committees and chairman for each follows:

Program Committee - Bruce Gurd - University of Houston
Host Committee - Dr. Roger Nudd & E. Howland Swift - UCLA
Displays Committee - Charles Y. Gee - University of Denver
HHFA Advisory Committee - Joseph P. Nye - Columbia University
Food Service Personnel Committee - Vern Kretschmer - University of Illinois

Research Committee - Dr. Lewis Haines - University of Utah
Newsletter Committee - Frank Shiel - University of Michigan
Placement Committee - Vern Kretschmer - University of Illinois
Off-Campus Housing Committee - Dr. Mabelle G. McCullough University of Minnesota
Time & Place Committee - Ted Rehder - State University of Iowa
Training Committee - Robert L. Page - Purdue University
Membership Committee - William N. "Bill" Davis - Brown University
International Committee - Scott Wilson - University of California (Berkeley)
Library Committee - Donald Moore - Emory University

Where appropriate, the Chairmen of the above named committees have prepared a written report to keep you up-to-date on the work being done in the interests of the Association.

A summary of part, but not all, of the work done by ACUHO representatives during the past year follows:

1. The training Institute, initiated in 1961, was held in December of 1962 at Dallas, Texas. The success of this Institute was such that it will be repeated in 1963 - also in Dallas.

2. The grant from Educational Facilities Laboratory, Inc. (received in 1961-62) has been put to work on a project under the supervision of the Research Committee. The first study, dealing with High-Rise Residence Hall Facilities, was to have been ready for distribution at this conference, but unforeseen difficulties will delay this for a couple of months. Funds remaining will be used on other projects.

3. The Executive, Host, and Program Committees met in Los Angeles in January to plan this conference and transact other Association business.

4. ACUHO representatives on the HHFA Advisory Committee met in Washington in March to confer with HHFA officials about policies and the future of the College Loan Program of HHFA.

5. Past President Newell Smith met with the IACC Commission on Professional Development at Boston in April. (Your president could not attend this session because of Federal jury duty.)

6. The Inter-Association Coordinating Committee (IACC), now composed of seven instead of five affiliated associations in student personnel work, has been brought to the point of being formally structured and provided with an executive committee, a set of officers, and a definite objective. IACC representatives will meet in Washington in October to prepare a program that will be given for the benefit of the American Council on Education (ACE) in December of this year. ACE is interested in IACC to the extent that formal talks will begin in October between the two groups that will be continued in December. These talks should result in some joint projects of interest to all participating organizations.

7. A permanent library has been established on the campus of Emory University to serve as a depository of ACUHO materials and publications. Donald Moore, Director of Housing, Emory University, is chairman of the Library Committee that will establish policies for receiving and disseminating information relating to the Association's activities.

8. Continuing study is being made of the problems involved in installing "Centrex" telephone service on college campuses.

9. The program for Food Service Personnel (to create interest in food service as a career) has been activated. This is a pilot program that is being tested to see if "in-service" training of selected personnel is a feasible method of attracting outstanding college students into the field. Vern Kretschmer and others are handling this phase of an ACUHO-endorsed activity.

10. Your Newsletter Editor and Secretary have produced a new format for the Newsletter that is pleasing to the eye and enhances the prestige of ACUHO.

11. Your president represented ACUHO as visiting lecturer at University of Denver's Workshop on Student Housing; at a meeting of Southern Deans Association, University of Mississippi; at the National Association of Student Personnel Administrators (NASPA) conference, Northwestern University; and visited the campuses of the following: Louisiana State University, University of Southern Mississippi, Tulane University, University of Mississippi, University of Denver, Colorado University, Utah State University, Weber College, University of Utah, Northwestern University, University of California at Los Angeles, and Brigham Young University.

To all who have had a hand in ACUHO activities and to all who so courteously received me during my visitations to the above mentioned campuses, I extend my heartfelt thanks and humble gratitude.

Malcolm G. Gray
July 20, 1963

ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS
July 1963

SUBJECT: A List of the Chief Housing Officers

FROM: Dr. W. Eugene Clingan, Secretary

ALABAMA

Auburn University, Auburn - Paul W. Henry
Tuskegee Institute, Tuskegee Institute - W. L. Lassiter,Jr
University of Alabama, University - Alston Fitts

ARIZONA

Arizona State University, Tempe - Edward M. Hickcox
University of Arizona, Tucson - William R. Stone

ARKANSAS

University of Arkansas, Fayetteville - Robert M. Jones

CALIFORNIA

California Institute Technology, Pasadena - E. E. Taylor
Claremont Men's College, Claremont - Mrs. Anne W. Jones
Fresno State College, Fresno - Gordon Wilson
Harvey Mudd College, Claremont - Homer Grimm
Humboldt State College, Arcata - Jack Altman
La Sierra College, Arlington - Walter Comm
Long Beach State College - Frank Bowman
Loyola University of Los Angeles, Los Angeles 45 - Rev. Michael J. Kristovich
Occidental College, Los Angeles 41 - Janet Hoit
Pomona College, Claremont - Mrs. Ethel Moore
San Diego State College, San Diego 14 - Dr. John Yarborough
San Francisco State College, San Francisco 27 - A. Beach Becker

San Fernando Valley State College, Northridge - Robert Lawrence
San Jose State College, San Jose 14 - Robert L. Baron
Stanford University, Stanford - John E. Forsberg
The University of California Medical Center, San Francisco 22 - Alfred L. Heller
Trustees California State Colleges, Sacramento 14
University of California, Berkeley - Scott Wilson
University of California, Davis - Ed Price
University of California, San Diego, La Jolla - Mrs. Enid Hinds
University of California, Los Angeles 24 - E. Howland Swift
University of California, Goleta - C. C. Tucker
University of California, Riverside - Miss Margaret C. Harper
University of the Pacific, Stockton - Edith E. Saxe
University of Redlands, Redlands - Robert Goodrider
University of Santa Clara, Santa Clara - Wilfred H. Crowley
University of Southern California, Los Angeles 7 - Guy D. Hubbard

COLORADO

Adams State College of Colorado, Alamosa - George E. Schilthuis
Colorado School of Mines, Golden - Chancy D. Van Pelt
Colorado State University, Fort Collins - T. F.McCormack
Fort Lewis Agricultural & Mechanical College, Durango - Bill Pugh
The Colorado College, Colorado Springs - Evaline C. McNary
University of Colorado, Boulder - R. Clifford Yoder
University of Denver, Denver 10 - Dr. John Roberts
Western State College of Colorado, Gunnison - C. G. Hitchcock

CONNECTICUT

Connecticut College for Women, New London - Miss Eleanor Voorhees
University of Bridgeport, Bridgeport -
University of Connecticut, Storrs - Sumner M. Cohen
University of Hartford, Hartford - Richard Moore
Wesleyan University, Middletown - Walter H. Heideman, Jr.

DELAWARE

University of Delaware, Newark - James E. Robinson

DISTRICT OF COLUMBIA

Catholic University of America, Washington 17 - Mrs. Ovida Cooksey
Georgetown University, Washington 7 - Rev. John F. Devine
The George Washington University, Washington 6 - Dr. Paul Bissell
Howard University, Washington 1 - R. A. Cunningham
American University, Washington 16 - Herbert P. Stutts

FLORIDA

Florida State University, Tallahassee - Miss Edith McCollum
Stetson University, DeLand
University of Florida, Gainesville - Dr. Harold C. Riker
University of South Florida, Tampa - Robert F. Hess

GEORGIA

Emory University, Atlanta - Donald R. Moore
Georgia Institute of Technology, Atlanta 13 - Frank B. Wilson
Mercer University, Macon - Arthur Walton

HAWAII

University of Hawaii, Honolulu 14 - James Allen

IDAHO

Idaho State College, Pocatello - David Kirkpatrick
Ricks College, Rexburg - A. Woodruff Miller
University of Idaho, Moscow - Robert F. Greene

ILLINOIS

Associated Colleges of Illinois, Chicago 4
Bradley University, Peoria - Joseph E. Fox
Eastern Illinois State University, Charleston - William Miner
Illinois Wesleyan University, Bloomington - Philip W. Kasch
Illinois Institute of Technology, Chicago 16 - Harry L. Ault
Illinois State Normal University, Normal - Isabelle Terrill
Knox College, Galesburg - Elmer Jagow
Loyola University, Chicago 26 - Harry J. McCloskey

ILLINOIS - Cont.

Northern Illinois University, DeKalb - James M. Burgoyne
Northwestern University, Evanston - Willard J. Buntain
Southern Illinois University, Carbondale - Al Yokie
The University of Chicago, Chicago 37 - James E. Newman
University of Illinois Medical Center, Chicago 12 - Clarence Leverenz
University of Illinois, Urbana - P. J. Doebel
Western Illinois University, Macomb - Dale W. Meador
Wheaton College, Wheaton - Mrs. W. Hockman

INDIANA

Ball State Teachers College, Muncie - Edward Bryan
DePauw University, Greencastle - Mrs. Elsie Miller
Fort Wayne Bible College, Fort Wayne - Javed Gerig
Indiana State College, Terre Haute - C. H. Shouse
Purdue University, Lafayette - Jack Smalley
Indiana University, Medical Center, Indianapolis 7 - Phil D. McQuillen
Indiana University, Bloomington - George Olsen
Saint Joseph's College, Rensselaer - Fr. Paul Wellman
St. Meinrad Archabbey, St. Meinrad - Richard Hindel
University of Notre Dame, Notre Dame - Walter L. Jaworski

IOWA

Coe College, Cedar Rapids - Robert E. Heywood
Graceland College, Lamoni - David M. Haseltine
Iowa State University of Science & Technology, Ames - J. C. Schilletter
State University of Iowa, Iowa City - T. M. Rehder
State College of Iowa, Cedar Falls - P. F. Bender

KANSAS

Fort Hays Kansas State, Hays - James D. Condie
Kansas State Teachers College, Emporia - Clint Webber
Kansas State University, Manhattan - A. Thornton Edwards
University of Kansas, Lawrence - Joe Wilson

LOUISIANA

Northwestern State College, Natchitoches - Dudley G. Fulton
Louisiana State University, Baton Rouge 3 - John Capdevielle
Loyola University, New Orleans 18 - Peter Cavallo, Jr.
Tulane University, New Orleans 18 - F. M. Radford

MAINE

University of Maine, Orono - William C. Wells

MARYLAND

Morgan State College, Baltimore 12 - E. Lloyd Davis
University of Maryland, College Park - Joseph Halk

MASSACHUSETTS

American International College, Springfield - Charles R. Gadaire
Amherst College, Amherst - Arthur Davenport
Babson Institute, Babson Park 57 - James G. Hawk
Bentley College of Accounting & Finance, Boston - Richard LeBel
Boston University, Boston 15 - Leonard W. Taylor
Brandeis University, Waltham 54 - Miss Ruth Bean
Harvard University, Cambridge - A. D. Trottenberg
Massachusetts Institute of Technology, Cambridge 39 - Henry Dow
Northeastern University, Boston 15 - Donald J. Taylor
Simmons College, Boston 15 - Margaret Fairchild
Springfield College, Springfield 9 - Mrs. Mary N. Brown
University of Massachusetts, Amherst - John C. Wells
Wheelock College, Boston 15 - Miss Mary C. Powell
Worcester Polytechnic Institute, Worcester 9 -

MICHIGAN

Central Michigan University, Mt. Pleasant - Lee E. Polley
Delta College, University Center - D. J. Carlyon
Eastern Michigan University, Ypsilanti - David H. Stockham
Ferris Institute, Big Rapids
General Motors Institute, Flint 2 - George E. Cole
Michigan College of Mining and Technology, Houghton - Wayne A. Torgeson
Michigan State University, East Lansing - Emery C. Foster
Michigan State University Oakland, Rochester - John W. Corker
Northern Michigan College, Marquette - Louis A. Myefski
University of Detroit, Detroit 21 - Paul E. Paule
University of Michigan, Ann Arbor - L. A. Schaadt
Wayne State University, Detroit 2 - Dr. Harlan L. Hagman
Western Michigan University, Kalamazoo - D. N. Scott

MINNESOTA

Macalester College, St. Paul 1 - Dr. Fred P. Kramer

MINNESOTA - Cont.

St. Cloud State Teachers College, St. Cloud - Gerald Ferguson
University of Minnesota, Minneapolis 14 - C. L. Carlson

MISSISSIPPI

Board of Trustees, State of Mississippi, Jackson
Mississippi State University, State College - Malcolm G. Gray
University of Mississippi, Oxford - Burford Nash
University of Southern Mississippi, Hattieburg - C. H. Hagenson

MISSOURI

Central Missouri State College, Warrensburg - Mrs. Floy Timmerman
Southeast Missouri State College, Cape Girardeau - Mrs. Mary H. Flentge
Southwest Missouri State College, Springfield - Mrs. Shannon O. Kimsey
University of Missouri, School of Mines & Metallurgy, Rolla - Jack Wilson
University of Kansas City, Kansas City 4 - Dr. Wheadon Bloch
University of Missouri, Columbia - Harold W. Condra
Washington University, St. Louis 5 - Robert A. Stewart

MONTANA

Eastern Montana College of Education, Billings - Charles Pride
Montana State College, Bozeman - Mrs. Irene B. Miller
Montana State University, Missoula - James A. Brown

NEBRASKA

University of Nebraska, Lincoln - W. C. Harper

NEVADA

University of Nevada - Robert L. Kersey

NORTH CAROLINA

Davidson College, Davidson
Duke University, Durham - W. E. Whitford
The Women's College of the University of North Carolina, Greensboro - Mrs. Mahlon Adams

NORTH CAROLINA - Cont.

University of North Carolina, Chapel Hill - J. E. Wadsworth

NORTH DAKOTA

State Teachers College, Mayville - H. A. Ragoz
University of North Dakota, Grand Forks - Loren F. Swanson

NEW HAMPSHIRE

Dartmouth College, Hanover - William I. Crooker
University of New Hampshire, Durham - Francis H. Gordon

NEW JERSEY

Monmouth College, West Long Branch - Robert Hogg
Princeton University, Princeton
Rutgers, the State University, New Brunswick - Joseph Nolan
Stevens Institute of Technology, Hoboken
Trenton State College, Trenton 5 - Miss Hope A. Jackman

NEW MEXICO

Eastern New Mexico University, Portales - Hershel G. Potts
New Mexico State University, University Park - Samuel E. Shomer
New Mexico Western College, Silver City - Jim Smith
St. Michael's College, Santa Fe - Brother Cyrain Luke
University of New Mexico, Albuquerque - Roscoe E. Storment

NEW YORK

Alfred University, Alfred - E. K. Lebohner
Clarkson College of Technology, Potsdam - Frank E. Gutmann
College of Saint Rose, Albany -
Columbia University, New York 27 - Joseph P. Nye
Cornell University, Ithaca - M. R. Shaw
Dormitory Authority of the State of New York, Elsmere - Clifton C. Flather
D'Youville College, Buffalo 1 - Sister Francis Xavier
State University Agricultural and Technical Institute, Farmingdale - C. H. Hagenson
Houghton College, Houghton - Kenneth Nielson
Ithaca College, Ithaca - Ben Light
Julliard School of Music, New York 27 - Gid Waldrop

NEW YORK - Cont.

Long Island University, Brooklyn - Calvin L. Crawford
Manhattan College, Riverdale 71 - Bro. Charles Austin, F.S.C.
New York University, New York 3 - Alexander Zavelle
Rensselaer Polytechnic Institute, Troy - Edward J. Wilmot
Rochester Institute of Technology, Rochester 8 - Melvyn Rinfret
Skidmore College, Saratoga Springs - Eileen B. Murray
State University of New York College of Education at Buffalo, Buffalo 22 - John Okoniewski
St. Lawrence University, Canton - Ross Keller
Syracuse University, Syracuse 10 - John S. Hafer
Teachers College, New York 27 - Theodore N. Faris
University of Buffalo, Buffalo 14
University of Rochester, Rochester 20 - Joseph Dutton

OHIO

Bowling Green State University, Bowling Green - Robert G. Rudd
Case Institute of Technology, Cleveland 6 - Richard W. Plummer
Central State College, Wilberforce - Paul McStallworth
Denison University, Granville - Mrs. Ruth Rolt-Wheeler
Hiram College, Hiram - Mrs. Sandra Clark
Kent State University, Kent - Glenn Nyreen
Miami University, Oxford - Byron A. Erickson
Muskingum College, New Concord - John Leathers
Ohio University, Athens - A. M. Reis
The Ohio State University, Columbus 10 - Milton W. Overholt
University of Cincinnati, Cincinnati 21 - Robert M. Bay
University of Dayton, Dayton 9 - Bro. Stephen Sheehy
Wittenberg University, Springfield - M. Roy Ruehle

OKLAHOMA

Oklahoma State University, Stillwater - Abe L. Hesser
University of Oklahoma, Norman - Jodie C. Smith

OREGON

Oregon State University, Corvallis - Thomas F. Adams
Oregon Technical Institute, Klamath Falls - George L. Crowe
Southern College, Ashland - Carson Vehrs
University of Oregon, Eugene - H. P. Barnhart

PENNSYLVANIA

Carnegie Institute of Technology, Pittsburgh 13 - George Tipker
Delaware Valley College of Science & Agriculture, Doylestown - Daniel Miller
Drexel Institute of Technology, Philadelphia - Robert Meshanic
Bucknell University, Lewisburg - Mr. Geiger
Haverford College, Haverford - Miriam R. Nugent
Franklin and Marshall College, Lancaster - James Doremus
Lafayette College, Easton - David M. Lockett
Lehigh University, Bethlehem - Mrs. Evelyn S. Eberman
Pennsylvania State University, University Park - Otto Mueller
Temple University, Philadelphia 22 - George E. Letchworth
University of Pennsylvania, Philadelphia 4 - William Tirpaeck
University of Pittsburgh, Pittsburgh 13 - John C. Langstaff

RHODE ISLAND

Brown University, Providence 12 - John D. Sipes
University of Rhode Island, Kingston - Arthur E. Carlisle

SOUTH CAROLINA

Clemson Agricultural College, Clemson - E. C. Watson
University of South Carolina, Columbia 1 - Joseph A. Barnes

SOUTH DAKOTA

South Dakota State College, Brookings - Frank Traver
State University of South Dakota, Vermillion - Gary Nelson

TENNESSEE

East Tennessee State College, Johnson City - Ella V. Ross
University of Tennessee, Knoxville - Bruce Harrison
Vanderbilt University, Nashville - Sidney F. Boutwell

TEXAS

Baylor University, Waco - Travis DuBois
East Texas State Teachers College, Commerce - O. K. Moreland

TEXAS - Cont.

Midwestern University, Wichita Falls - Dr. W. A. Yardley
North Texas State College, Denton - R. W. Adams
Sam Houston State Teachers College, Huntsville
Southern Methodist University, Dallas - Mack C. Adams
Southwest Texas State College, San Marcos - Charles P. Riley
Stephen F. Austin State College, Nacogdoches -
Texas A & M University, College Station - Calvin E. Moore
Texas Southern University, Houston 4 - Ina A. Bolton
Texas Technological College, Lubbock - Mrs. Shirley S. Bates
University of Houston, Houston 4 - Bruce E. Gurd
University of Texas, Austin 12 - F. C. McConnell

UTAH

Brigham Young University, Provo - Fred A. Schwendiman
Utah State University, Logan - William W. Skidmore
University of Utah, Salt Lake City - L. E. Haines

VERMONT

The University of Vermont, Burlington - Mrs. Nancy K. Flynn

VIRGINIA

Hampton Institute, Hampton - Eugene W. Johnson
Medical College of Virginia, Richmond - H. R. Hester
University of Virginia, Charlottesville - Chester R. Titus

WASHINGTON

Central Washington State College, Ellensburg - Donald Jangeward
Eastern Washington College of Education, Cheney - Mrs. Virginia Dressler
University of Washington, Seattle 5 - J. A. Pringle
Washington State University, Pullman - W. L. Poindexter
University of Puget Sound, Tacoma - Lawrence J. Nelson

WEST VIRGINIA

Wheeling College, Wheeling - Rev. William K. McGroarty

WISCONSIN

Stout State College, Menomonie - Stella Pedersen
University of Wisconsin, Madison 10 - Newell J. Smith
University of Wisconsin-Milwaukee, Milwaukee 11 - George Berry
Wisconsin State College, Whitewater - I. W. Schaffer

WYOMING

University of Wyoming, Laramie - Guy P. Franck

OTHERS

University of Alberta, Edmonton
Carleton University, Ottawa, Ontario - Mrs. W. H. Cox
Ontario Agricultural College, Guelph, Ontario - J. A. Eccles
Queen's University, Kingston - Arthur Johnson
St. Marka College, University of Adelaide, North Adelaide, South Australia
University of New Brunswick, Fredericton, New Brunswick - Richard Grant
Victoria University, Toronto 5 - J. B. Scott
American University of Beirut, Beirut - William G. Gepford
Universite Laval, Haute-Ville, Quebec - Roger Cote

CHARLES E. HUGHES
CERTIFIED PUBLIC ACCOUNTANT
Box 402, Norman, Oklahoma

July 20, 1963

To the Members, Association of College
and University Housing Officers

Gentlemen:

At the request of your treasurer I have made an examination of the financial records of the Association of College and University Housing Officers for the fiscal year ending June 30, 1963. My examination was made in accordance with generally accepted auditing standards for cash audits.

I verified cash receipts with the treasurer's receipt book and the bank deposits as shown on bank statements. I examined all cancelled checks and reconciled the closing bank balance. In addition I made such other tests as were considered appropriate in the circumstances.

In my opinion the accompanying Statement of Cash Receipts, Disbursements, and Balance presents fairly the cash position of the Association as of June 30, 1963 and the results of cash transactions for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,

Signed- Charles E. Hughes
Charles E. Hughes
Certified Public Accountant

ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS
Comparative Statements of Cash Receipts, Disbursements, and Balance for the Years Ended June 30, 1961, 1962, 1963

	Year Ended		
	June 30, 1961	June 30, 1962	June 30, 1963
CASH RECEIPTS:			
Membership Dues	$4460.00	$5040.00	$5045.00
Sale of Publications	77.50	46.00	80.00
Interest on Savings Acct.	113.53	136.28	153.57
Conference Registration Fee		64.00	100.00
Personnel Committee Reimbursement			16.00
TOTAL	$4651.03	$5286.28	$5394.57
Less-Discount on Canadian Checks		1.75	3.00
Less-Overpayment of Dues Refunded			5.00
TOTAL RECEIPTS		$5284.53	$5386.57
CASH DISBURSEMENTS:			
Conference Minutes	$1150.88	$1611.83	$1485.90
Newsletter	187.61	457.62	686.89
Clerical Services Sec.	263.35	917.01	746.88
Clerical Services Treas.			110.26

ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS
Comparative Statements of Cash Receipts, Disbursements, and Balance for the Years Ended June 30, 1961, 1962, 1963
(Continued

		Year Ended	
	June 30, 1961	June 30, 1962	June 30, 1963
CASH DISBURSEMENTS:			
Supplies	$ 132.98	$ 185.26	$ 220.59
Postage, Telephone and Telegraph	678.47	622.56	477.34
Auditing	20.00	25.00	25.00
Membership-American Council of Education	50.00	50.00	75.00
Miscellaneous		9.00	
Committees:			
Research	174.35	1221.60	941.05
Training Residence Personnel		78.47	487.12
Placement		107.50	59.00
Membership	225.00	24.40	107.00
Displays	100.00		10.55
Program	100.00		316.41
Special	151.24	316.38	588.92
Executive		115.61	
Inter-Association		102.98	50.00
TOTAL DISBURSEMENTS	$3233.88	$5845.22	$6387.91
Excess of Cash Disbursements over Cash Receipts	$1417.15	$ 560.69	$ 996.34
Cash Balance End of Year	$9674.78	$9114.09	$7717.84
Represented by:			
Checking Account, Security National Bank Norman, Oklahoma		$4763.68	$3213.86
Savings Account, Security National Bank Norman, Oklahoma		$4350.41	$4503.98
TOTAL		$9114.09	$7717.84

MEMBERSHIP LIST 1962-63

ALABAMA
- Auburn University, Auburn
- Tuskegee Institute, Tuskegee
- University of Alabama, University

ARIZONA
- Arizona State University, Tempe
- University of Arizona, Tucson

ARKANSAS
- University of Arkansas, Fayette

CALIFORNIA
- California Institute Technology, Pasadena
- Claremont Men's College, Claremont
- Fresno State College, Fresno
- Harvey Mudd College, Claremont
- Humboldt State College, Arcata
- Loyola University of Los Angeles, Los Angeles
- Occidental College, Los Angeles
- Pomona College, Claremont
- Sacramento State College, Sacramento
- San Diego College, San Diego
- San Fernando Valley State College, Northridge
- San Francisco State College, San Francisco
- San Jose State College, San Jose
- Stanford University, Stanford
- Trustees California State Colleges, Sacramento
- University of California, Berkeley
- University of California, Davis
- University of California, Goleta
- * University of California, La Jolla
- University of California, Los Angeles
- University of California, Riverside
- The University of California Medical Center, San Francisco
- University of the Pacific, Stockton
- University of the Redlands, Redlands
- University of Santa Clara, Santa Clara
- University of Southern California
- Long Beach State College, Long Beach

COLORADO
- Adams State College, Alamosa
- The Colorado College, Colorado Springs
- Colorado School of Mines, Golden
- Colorado State University, Fort Collins
- Fort Lewis Agricultural & Mechanical College, Durango
- University of Colorado, Boulder
- University of Denver, Denver
- Western State College of Colorado, Gunnison

CONNECTICUT
- Connecticut College for Women, New London
- University of Bridgeport, Bridgeport

CONNECTICUT (Continued)
University of Connecticut, Storrs
Wesleyan University, Middletown

DELAWARE
University of Delaware, Newark

DISTRICT OF COLUMBIA
American University, Washington
Catholic University of America, Washington
Georgetown University, Washington
* The George Washington University, Washington
Howard University, Washington

FLORIDA
Florida State University, Tallahassee
Stetson University DeLand
University of Florida, Gainesville
University of Miami, Coral Gables
University of Southern Florida, Tampa

GEORGIA
Emory University, Atlanta
Georgia Institute of Technology, Atlanta
Mercer University, Macon

IDAHO
Ricks College, Rexburg
University of Idaho, Moscow

ILLINOIS
Associated Colleges of Illinois, Chicago
Bradley University, Peoria
Eastern Illinois State University, Charleston
Illinois Institute of Technology, Chicago
Illinois State Normal University, Normal
Illinois Wesleyan University, Bloomington
Knox College, Galesburg
Loyola University, Chicago
Northern Illinois University, DeKalb
Northwestern University, Evanston
Southern Illinois University, Carbondale
The University of Chicago, Chicago
University of Illinois, Chicago
University of Illinois, Urbana
Western Illinois University, Macomb
Wheaton College, Wheaton

INDIANA
Ball State Teachers College, Muncie
DePauw University, Greencastle
Fort Wayne Bible College, Fort Wayne
Indiana State College, Terre Haute
Indiana University, Bloomington
Indiana University Medical Center, Indianapolis
Purdue University, Lafayette
* St. Joseph's College, Rensselaer
* St. Meinrad Archabbey, St. Meinrad
University of Notre Dame, Notre Dame

IOWA
- Coe College, Cedar Rapids
- Graceland College, Lamoni
- Iowa State University of Science & Technology, Ames
- State College of Iowa, Cedar Falls
- State University of Iowa, Iowa City

KANSAS
- Fort Hays Kansas State, Hays
- Kansas State Teachers College, Emporia
- Kansas State University, Manhattan
- University of Kansas, Lawrence
- University of Kansas City, Kansas City

LOUISIANA
- Louisiana State University, Baton Rouge
- Loyola University, New Orleans
- Northwestern State College, Natchitoches
- Tulane University, New Orleans

MAINE
- University of Maine, Orona

MARYLAND
- Morgan State College, Baltimore
- University of Maryland, College Park

MASSACHUSETTS
- American International College, Springfield
- Amherst College, Amherst
- Babson Institute, Babson Park
- * Bentley College of Accounting & Finance, Boston
- Boston University, Boston
- Brandeis University, Waltham
- Harvard University, Cambridge
- Massachusetts Institute of Technology, Cambridge
- Northeastern University, Boston
- Simmons College, Boston
- Springfield College, Springfield
- * Wheelock College, Boston
- Worcester Polytechnic Institute, Worcester

MICHIGAN
- Central Michigan University, Mt. Pleasant
- Delta College, University Center
- Eastern Michigan University, Ypsilanti
- Ferris Institute, Big Rapids
- General Motors Institute, Flint
- Michigan College of Mining & Technology, Houghton
- Michigan State University, East Lansing
- Michigan State University Oakland, Rochester
- Northern Michigan College, Marquette
- University of Detroit, Detroit
- University of Michigan, Ann Arbor
- Wayne State University, Detroit
- Western Michigan University, Kalamazoo

MINNESOTA
- MacAlester College, St. Paul
- St. Cloud State College, St. Cloud
- University of Minnesota, Minneapolis

MISSISSIPPI
- Institutions of Higher Learning, Jackson
- Mississippi State University, State College
- * The University of Mississippi, Oxford
- University of Southern Mississippi, Hattieburg

MISSOURI
- Central Missouri State College, Warrensburg
- Southeast Missouri State College, Cape Girardeau
- Southwest Missouri State College, Springfield
- University of Missouri, Columbia
- University of Missouri, Rolla
- Washington University, St. Louis

MONTANA
- Montana State College, Bozeman
- Montana State College, Missoula

NEBRASKA
- University of Nebraska, Lincoln

NEVADA
- University of Nevada

NEW HAMPSHIRE
- Dartmouth College, Hanover
- University of New Hampshire, Durham

NEW JERSEY
- Monmouth College, West Long Branch
- Princeton University, Princeton
- Rutgers, The State University, New Brunswick
- Stevens Institute of Technology, Hoboken
- Trenton State College, Trenton

NEW MEXICO
- Eastern New Mexico University, Portales
- New Mexico State University, University Park
- New Mexico Western College, Silver City
- * St. Michael College, Santa Fe
- University of New Mexico, Albuquerque

NEW YORK
- Alfred University, Alfred
- Clarkson, College of Technology, Potsdam
- * College of Saint Rose, Albany
- Cornell University, Ithaca
- Columbia University, New York
- Dormitory Authority of the State of New York, Elsmere
- * D'Youville College, Buffalo
- Houghton College, Houghton
- Ithaca College, Ithaca
- Juilliard School of Music, New York
- Long Island University, Brooklyn
- New York University, New York 3

- NEW YORK (Continued)
  - Renesselaer Polytechnic Institute, Troy
  - Rochester Institute of Technology, Rochester
  - Skidmore College, Saratoga Springs
  - State University Agricultural & Technical Institute, Farmingdale
  - St. Lawrence University, Canton
  - Syracuse University, Syracuse
  - Teachers College, New York 27
  - University of Buffalo, Buffalo
  - University of Rochester, Rochester
- NORTH CAROLINA
  - Davidson College, Davidson
  - Duke University, Durham
  - University of North Carolina, Chapel Hill
  - The Woman's College of the University of North Carolina, Greensboro
- NORTH DAKOTA
  - University of North Dakota, Grand Forks
- OHIO
  - Bowling Green State University, Bowling Green
  - Case Institute of Technology, Cleveland
  - Denison University, Granville
  - Hiram College, Hiram
  - Miami University, Oxford
  - Muskingum College, New Concord
  - The Ohio State University, Columbus
  - Ohio University, Athens
  - University of Cincinnati, Cincinnati
  - University of Dayton, Dayton
  - * Wittenburg University, Springfield
- OKLAHOMA
  - Oklahoma State University, Stillwater
  - University of Oklahoma, Norman
- OREGON
  - Oregon State College, Corvallis
  - Oregon Technical Institute, Klamath Falls
  - Southern College, Ashland
- PENNSYLVANIA
  - Bucknell University, Lewisburg
  - Carnegie Institute of Technology, Pittsburg
  - Drexel Institute of Technology, Philadelphia
  - Haverford College, Haverford
  - Lafayette College, Easton
  - Lehigh University, Bethlehem
  - Pennsylvania State University, University Park
  - The Robert Morris School, Pittsburgh
  - Temple University, Philadelphia
  - University of Pennsylvania, Philadelphia
  - University of Pittsburgh, Pittsburgh

RHODE ISLAND
- Brown University, Providence
- University of Rhode Island, Kingston

SOUTH CAROLINA
- Clemson Agricultural College, Clemson
- University of South Carolina, Columbia

SOUTH DAKOTA
- South Dakota State College, Brookings
- State University of South Dakota, Vermillion

TENNESSEE
- East Tennessee State College, Johnson City
- University of Tennessee, Knoxville
- Vanderbilt University, Nashville

TEXAS
- Agricultural & Mechanical College of Texas, College Station
- Baylor University, Waco
- East Texas State Teachers College
- Midwestern University, Wichita Falls
- North Texas State College, Denton
- Sam Houston State Teachers College, Huntsville
- Southern Methodist University, Dallas
- Southwest Texas State College, San Marcos
- Stephen F. Austin State College, Nacogdoches
- Texas Southern University, Houston
- Texas Technological College, Lubbock
- University of Houston, Houston
- The University of Texas, University Station

UTAH
- Brigham Young University, Provo
- University of Utah, Salt Lake City
- Utah State University, Logan

VERMONT
- The University of Vermont, Burlington

VIRGINIA
- Hampton Institute, Hampton
- Medical College of Virginia, Richmond
- University of Virginia, Charlottesville

WASHINGTON
- * Central Washington State College, Ellensburg
- University of Puget Sound, Tacoma
- University of Washington, Seattle
- Washington State University, Pullman

WEST VIRGINIA
- Wheeling College, Wheeling

WISCONSIN
- Stout State College, Menomonie
- University of Wisconsin, Madison
- University of Wisconsin Milwaukee, Milwaukee
- * Wisconsin State College, Whitewater

WYOMING
University of Wyoming, Laramie

OTHERS
American University of Beirut, Beirut, Lebanese Republic
* Australian Universities Commission, Victoria, Australia
Carlton University, Ottawa
Queens University, Kingston, Ontario, Canada
St. Mark's College, North Adelaide, South Australia
University of Alberta, Edmonton, Canada
University of Hawaii, Honolulu
Universite Laval, Quebec, Canada
Victoria University, Toronto, Canada

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ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS

First Vice President's Report

Newsletter 1962-63

Specific duties of the first vice president are to chair the Newsletter Committee and edit the Newsletter. The following records these activities:

Five issues of the Newsletter, Volume I - Numbers 1 - 5, were published. They were issued in October, December, March, May and July and ran either eight or twelve pages. Upon the suggestion of the Executive Committee at last year's conference, the format of the Newsletter has been changed from the Mimeograph form to a printed publication. This new format has been received with much favorable comment and with some constructive criticism. I would recommend that future Newsletter chairmen strive to further improve the quality of the Newsletter. Although a beginning has been made, your chairman suggests that, with some discretion, an effort should be made to enlarge upon the use of the following:

1. Pictures. Photographs of new construction, unique floor plans, special events within residence halls, district or area meetings, etc., all tell a pictorial story and will not fail to attract the attention of the reader.

2. Research items. The Newsletter is an excellent vehicle for publication of research studies. Such studies are continually being carried on within the membership and every

> Newsletter should have at least one item covering some phase of research. Our readers are most anxious to share in the findings of others. The Research Committee welcomes this kind of material and after examination and approval will pass it on for publication.

Those responsible for much of the content of the Newsletter were the nine members of the committee who combed their districts for news. They were as follows:

District	
#1	Francis H. Gordon, University of New Hampshire, Durham, New Hampshire
#2	William P. Tirpaeck, University of Pennsylvania, Philadelphia, Pennsylvania
#3	Mrs. Patti Stewart, University of Alabama, University, Alabama
#4	Chet Malanoski, University of Michigan, Ann Arbor, Michigan
#5	Otis K. Moreland, East Texas State College, Commerce, Texas
#6	Jim Burgoyne, Northern Illinois University, DeKalb, Illinois
#7	Gary W. Nelson, State University of South Dakota, Vermillion, South Dakota
#8	Miss Evaline C. McNary, Colorado College, Colorado Springs, Colorado
#9	James A. Brown, Montana State University, Missoula, Montana

These committee members are to be commended for their fine response and cooperation in keeping the chairman supplied with news items.

Thanks should also be expressed to all other contributors to the Newsletter including the various committee chairmen and sub-chairmen, the executive officers and those who supplied pictures and research items.

A special word of appreciation is due to your secretary, Gene Clingan, who arranged for the publication of the Newsletter, mailed it to the membership and, also provided an editorial assist for the chairman. The part he played was outstanding.

It has been a pleasure to serve the association during the past year in the capacity of Newsletter chairman and editor.

Respectfully submitted,

F. C. Shiel, First Vice President
Chairman Newsletter Committee

ASSOCIATION OF COLLEGE & UNIVERSITY HOUSING OFFICERS
REPORT OF MEMBERSHIP CHAIRMAN
1962-1963

The Membership Committee consists of one member from each of the nine regions and the Second Vice-President serves as Chairman of the Committee.

During the year, the Committee has communicated personally or by letter with an officer of institutions suggested to us as potential members. The News releases from HHFA announcing approved loans to colleges and universities gave leads that were following up. Region I had a conference in February resulting in several inquiries. Region IV communicated with all accredited colleges and universities in the region to offer membership information. Other regional groups were similarly active.

As a result, we gained 20 new members. There were 10 new members from last year after the report was compiled. Following up institutions that had not paid current dues reduced our delinquent list to 10. The status as of June 30, 1963, is, therefore:

June 30, 1962	241
New members carried over	10
New members 1962-1963	20
Less dropped for non payment	- 10
Total - 6/30/63	261

I urge each member to notify the Secretary of the person who will approve the payment of dues, distribute the Newsletters, and receive other communications for your institution. Time and effort would be reduced if direct communication could be made with one responsible person. Conflict and problems could be avoided if the institution representative were properly identified and listed. The mere listing of an institution is not adequate.

I say thanks to the officers, especially the Secretary and the Treasurer, for the assistance given this Committee. A vote of commendation goes to the members of the Committee for their efforts and cooperation in fulfilling our responsibilities.

The Committee members are:

1. Sumner Cohen, University of Connecticut
2. James S. Kline, Pennsylvania State University
3. Harry W. Cannon, Emory University
4. Robert Newton, Ball State Teachers College
5. John Capdeville, Louisiana State University

6. Miss Helen Federspiel, Knox College
7. Donald Finlayson, University of Minnesota
8. G. K. Hammer, University of Colorado
9. H. P. Barnhard, University of Oregon

Submitted by

William N. Davis, Chairman

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Association of College and University Housing Officers Annual Report of Inter-Association Coordinating Committee Activities 1962-63

The Inter-Association Coordinating Committee (IACC) is composed of representatives from the following associations:

1. National Association of Student Personnel Administrators (NASPA)
2. National Association of Women Deans and Counselors (NAWDC)
3. American Association of College Registrars and Admissions Officers (AACRAO)
4. American College Personnel Association (ACPA)
5. Association of College Unions (ACU)
6. Association of College and University Housing Officers (ACUHO)
7. National Association of Foreign Student Advisers (NAFSA)

Participation in the IACC is voluntary and no action taken by the committee is binding on member associations. The objectives of the IACC are:

1. To maintain an effective communication exchange among the member associations.
2. To identify the most pressing issues and problems, particularly those of long range import, in the field of college student personnel work.
3. To develop working relationships which will permit one or more of the member associations to combine in joint efforts to deal with matters of mutual interest.

Activities and accomplishments of the IACC during 1962-63 included:

1. Each member association exchanged with the other associations informational material pertinent to its structure, operation, and activities. Among the items exchanged were Constitutions, By-Laws, policy statements, histories, summaries of past accomplishments, and brief descriptions of current projects. Copies of this material are available to the ACUHO membership through the ACUHO Library Service.

2. The IACC Sub-Committee on Professional Preparation and Education of Student Personnel Workers (the name of this sub-committee was later changed to Commission on Professional Development) met in Boston early in April 1963. The agenda for the meeting included a report of the training activities conducted by each association, a discussion of federal legislation as it affects the training and supply of college student personnel workers, and a discussion of how best to promote professional development in the field of college student personnel to meet the needs of all member associations.

   At this meeting it was agreed that it would be in the interest of all member associations if federal aids now provided for training professional guidance and counseling workers for secondary schools could be extended to include student personnel workers on the college level. The consensus was that concerted action should be taken to express this viewpoint to the appropriate congressional committees and federal agencies. Suggestions were made to the member associations as to how they might best take individual action to implement this.

   The Sub-Committee is to meet again in November 1963 to concentrate on identifying those areas of training and professional preparation common to all fields of student personnel work at the college level.

3. The IACC Joint Commission on Student Financial Aids met in Washington, D. C. in June 1962. Representatives of several other agencies and associations, including the U. S. Office of Education, American Council on Education, and Association of State Universities and Land Grant Colleges, met with the

Commission and a satisfactory start was made toward accomplishing the Commission's objectives of (1) obtaining all information available about the various federal programs for financial aids to students, and, (2) expressing opinions about such programs where appropriate.

4. The Inter-Association Coordinating Committee met at Northwestern University in June 1963. Reports of the year's activities were made by each association, and attempts made to clarify areas in which one or more member associations might benefit through mutual help. A major effort was made to develop a structure for the Committee that would permit it to function with maximum effectiveness. Much was accomplished and an organizational structure as well as certain operating policies were formalized and agreed upon.

The IACC made real progress in 1962-63 in opening up new lines of communication and in developing improved relationships among member associations. To continue this progress, plans for 1963-64 include:

1. Extending invitations to other associations to join the IACC.
2. Appointing new commissions to study specific problems which need the attention of more than one association.
3. Continued improvement in procedures for exchanging information among member associations.
4. Continuation of the work of the Commission on Professional Development and the Commission on Student Financial Aids.
5. A joint meeting with representatives of the American Council on Education (ACE) in Washington, D. C. in December 1963 to establish a direct liaison with that agency.

Your representatives feel that ACUHO has benefited greatly from participation on the Inter-Association Coordinating Committee during the past year and recommends that ACUHO continue to cooperate fully in the activities of that Committee.

ACUHO Inter-Association Committee
Newell J. Smith, Chairman
Malcolm G. Gray
Frank C. Shiel
Gene Clingan

July 25, 1963

REPORT

of the

Advisory Committee to Housing and Home Finance Agency

Association of College and University Housing Officers

Annual Meeting, Tuesday, August 6, 1963

Status of Committee

In response to the suggestion of Mr. Robert C. Weaver, U. S. Housing Administrator, and Mr. Sidney Woolner, Commissioner, Community Facilities Administration, Housing and Home Finance Agency, the College Housing Advisory Committee continued to function during this past year. The committee consists of college and university presidents and financial officers, representatives of various educational associations, two representatives from the Association of College Unions and six representatives from ACUHO.

Committee Objectives

These remain generally unchanged from previous years but warrant repeating because of the important nature of the work.

1. Serves as a communication link between colleges and universities and the College Housing Branch of HHFA.
2. Familiarizes HHFA officials with the problems of financing the construction of college and university housing and service facilities.
3. Suggests changes in administrative procedure to HHFA officials to make this financing program of more assistance to educational institutions.
4. Consults with HHFA officials on changes in procedures which that agency proposes.
5. Suggests techniques to make housing bonds more attractive to private investors.

Activities

A meeting of the College Housing Advisory Committee was held in Washington, D. C. on March 19. Commissioner Woolner and his key staff members described the continuing efforts of the administration to improve and expand the college housing loan program.

It was reported that the Housing Act of 1961, whereby a four year program of available funds was established, has made possible a flow of funds comparable to the borrowing needs of eligible institutions. The committee members agreed that there will be heavy college expansion during the next two to three years with prospects that the trend will continue into the 1970's.

Further discussion developed the following:

1. Approximately $50 million bonds now held by HHFA will be sold during 1963-64 if terms are favorable.

2. The interest rate may go up slightly in 1963-64 from the latest rate of 3½%.

3. The present $4 million annual limitations on loan funds for a single institution may be raised if conditions seem to justify.

4. Administrative ruling is being sought that would permit loans to new colleges when the latter reach certain standards.

Recommendation

The general satisfaction derived from the annual meeting on the part of all committee members leads to the recommendation that the Advisory Committee to HHFA continue as a standing committee of ACUHO.

The chairman expresses his appreciation to those members of the committee who were able to attend the annual meeting and lend their support to the discussions.

Respectfully submitted,

Advisory Committee to HHFA
Malcolm Gray
Alice Nelson
J. Arthur Pringle
Fred A. Schwendiman
Newell J. Smith
Joseph P. Nye, Chairman

ACUHO Library Committee

The ACUHO Library Committee was established during the annual conference held at the University of Wisconsin in August, 1962. This function was formerly the responsibility of the Research Committee. An ACUHO Library is now located at Emory University in Atlanta, Georgia.

The purpose of the library is to provide a central depository for research material. It also offers a reference center for information on housing and foods services. A catalogue is maintained which consists of research data, publications, articles, conference minutes, etc.

The library is a service activity of the Association. Upon request research data will be made available to the membership. The library will maintain information on phases of housing and food service operations. The Library Committee will advise members of new or pertinent information as it becomes available.

The past year has been spent primarily in collecting material for the library and establishing policies and procedures for its use. As soon as the organization and plans can be finalized so as to provide a useful library service, this information will be distributed to ACUHO members. Progress in this area has been slow primarily because of the shortage of good material.

ACUHO members are encouraged to submit any and all information, publications, articles, etc. to the library. The development of this service will depend largely on the cooperation of everyone sharing source material with each other. The most efficient and effective way this can be accomplished is to make it available through a central source.

This fall a complete list of library material will be composed and distributed to each member institution. Listed below are the Research Committee articles with code numbers:

A-ACUHO-10 - Some Questions and Answers Dealing with Housing and Food Services Operations in Colleges and Universities.

A-ACUHO-11 - Survey of Married Student Housing.

A-ACUHO-12 - Married Student Housing.

A-ACUHO-13 - Noninstitution-Owned Housing.

A-ACUHO-14 - Survey of Conference Rates and Types of Conferences Held in University Residence Halls.

A-ACUHO-15 - An Extension of a Bibliography of Literature Dealing with Housing and Food Service in Colleges and Universities.

A-ACUHO-16 - In-Service Training for Educational Personnel in College Residences.

A-ACUHO-17 - Student Reaction to Study Facilities.

A-ACUHO-18 - Graduate Housing Study - Preliminary Report.

A-ACUHO-19 - Current Fees and Charges at Land-Grant Colleges and State Universities.

A-ACUHO-20 - Survey of Graduate Housing.

A-ACUHO-21 - Survey of Campus Locations of Student Personnel Physical Facilities.

A-ACUHO-22 - Selected Reading for American College and University Officers of Administration.

A-ACUHO-23 - Future Student Housing.

A-ACUHO-24 - Study of Residence Hall Room and Roommate Assignment Procedures of Institutions Belonging to the ACUHO.

A-ACUHO-25 - Survey of Daytime Housing and Enrollment Figures with Projections for 1965 and 1970 and a Report on Food Service and Personnel Requirements.

A-ACUHO-26 - Study of Present and Prospective Member Institutions in the ACUHO and Recommendations for Regional Classification.

A-ACUHO-27 - Residential Halls Food Service Survey.

A-ACUHO-28 - Outline for Training Program for Personnel Staff in Residence Halls.

A-ACUHO-29 - Study of the Status and Roles of Head Residents in College and University Residence Halls for Women.

A-ACUHO-30 - The Peer Approach to Counseling.

A-ACUHO-31 - Housing Managers' Salary Survey.

A-ACUHO-32 - An Investigation of Residence Hall Personnel and Residence Hall Programs.

A-ACUHO-33 - Student Housing Standards.

A-ACUHO-34 - Map - Accredited Institutions of Higher Learning Offering Housing Facilities.

A-ACUHO-35 - Reference Materials.

A-ACUHO-36 - Student Housing Organizations in Colleges and Universities, A Survey of

Respectfully submitted,

Donald R. Moore, Chairman & Librarian, Emory University
Robert M. Jones, University of Arkansas
Thomas F. McCormick, Colorado State University
Lewis E. Haines, University of Utah

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ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS' REPORT OF THE PLACEMENT COMMITTEE FOR THE YEAR 1962-63

The following is a summary of the activities of the Placement Committee for the year 1962-63.

1. The June, 1962, survey to determine the status of all applicants resulted in 39 listings at the beginning of the 1962-63 year.

2. During the past year 25 new listings were added resulting in a total of 64 applicant listings.

3. Following the June, 1963, survey, 32 listings were eliminated leaving a total of 32 applicants on the current list.

4. A total of 40 schools requested applicant information during the year to which 184 referrals were made. Approximately 100 pieces of correspondence concerning applications were handled by the Chairman's Office.

The Placement Committee urges member institutions to make further use of this service and thus encourage more applicants to register.

V. L. Kretschmer, Chairman
Placement Committee

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ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS REPORT OF SPECIAL FOODS COMMITTEE FOR THE YEAR 1962-63

The Special Foods Committee was appointed by the Executive Committee at the 1960 Conference of the Association held at Indiana University, to determine ways and means by which the Association as an organization, or its individual members, could assist in increasing the supply of professionally-trained food service personnel.

The membership of the Committee consists of Miss Helen Townsend, Purdue University; Mr. Robert Zellmer, Ohio State University; and Mr. V. L. Kretschmer, University of Illinois, Chairman. Mr. Frank Shiel has replaced Mr. Newell Smith as an ex-officio member of the Committee. However, Mr. Smith has continued to attend the meetings.

The Committee held three meetings during the year, on October 1, 1962, and on January 23 and February 5-6, 1963. All meetings were held in Chicago.

The Committee has directed its efforts this year toward expanding the Food Service Management Program established in 1961 and towards maintaining the high standards set for the program in the face of this expansion. Evidence of the success of the program can be found in requests from a number of schools for assistance in establishing similar plans. The Committee feels that the eventual establishment of food service training programs on campuses throughout the country will, to a great extent, meet the growing need for qualified food service personnel; on the other hand, the program is still in an experimental stage and expansion without organization or preparation could result in loss of control and lowering of standards.

<ins>Food Service Management Program</ins>:

1. <ins>1961</ins>: In the summer of 1961, a pilot training program was established at the University of Illinois. Two students enrolled in the School of Hotel and Restaurant Management at Denver University applied for and were accepted into

the program. During the eleven-week period, the trainees made daily reports, and at the end of the program, both they and the persons supervising the program wrote detailed evaluations. These evaluations, together with background information, orientation schedules, daily work assignments (which had been prepared in advance of the program), and recommendations for future programs were compiled for a comprehensive report; this was presented to the Special Foods Committee at its March 6, 1962 meeting.

2. 1962: The program was expanded the following summer to include participation of three additional schools: Purdue, Michigan and Michigan State. Eight applicants, from Denver, Kansas State, University of Nebraska, and Illinois, were selected for the 1962 program. A total of eleven students had applied. Using the 1961 report from Illinois as a guide, each of the participating schools developed its own program. It was decided that the Committee would meet, together with the program supervisors from the four schools, as soon after the program as the individual reports could be compiled and evaluated.

At the October meeting of Committee members and supervisors, reports of the four programs were discussed, compared, and evaluated with respect to standardization of certain policies and procedures (length of program, guidelines for interviewing applicants, basic outline for trainees' reports and evaluations, etc.). Misses Arkwright and Townsend were asked to prepare an analysis of the 1962 programs, including comparisons, unique features of each, staff recommendations, and conclusions, for distribution to the Committee and to each of the participating schools. This was prepared and sent out in December.

3. 1963: The first step in the development of the 1963 program was the preparation of a new application blank that also could be used for recruitment. The brochure, "Build A Bright Career," was prepared at the University of Illinois and distributed to all schools that had been approached to supply applicants.

In addition to Denver, Kansas State, and the University of Nebraska, the following schools were contacted and asked to publicize the program to interested students: Stout State College, Menomonie, Wisconsin; Oklahoma State University; Purdue University; Iowa State University; and Michigan State.

The participating schools now number five, with the addition of the University of Iowa. Three schools - Illinois, Purdue, and Michigan - agreed to take three trainees each, bringing the total number this year to thirteen.

At the January 23 meeting, the following decisions were reached with regard to the 1963 program:

a. All applicants will be interviewed by a member of the Committee.

b. Applicants who are presently completing their freshman or sophomore year will be given priority in the program.

c. Interviewers will consider applicants' personality traits - sincerity, enthusiasm, grooming, aggressiveness.

d. Some consideration will be given to applicant's preference and to the geographical relationship between applicant's home and the schools offering the program.

A total of 52 students from eight schools applied for the 1963 ACUHO Food Service Management Program. A breakdown of applications by school is presented below:

SCHOOL SUPPLYING APPLICANTS	Freshmen	Sophomores	Juniors
Stout State College (Wisconsin)	-	14	3
Purdue University	-	10	1
Kansas State University	1	5	1
University of Nebraska	3	4	1
State University of Iowa	-	2	1*
University of Denver	-	2*	2*
Michigan State University	-	-	1*
Oklahoma State University	-	1	-
TOTAL (52)	4	38	10

*male applicants

A total of 13 of the 52 students applying were chosen for the program this summer. Assignments were made as follows:

	Participating Schools				
Supplying School	Michigan State University	University of Michigan	Purdue University	Iowa State University	University of Illinois
Stout	1	-	-	-	1
Purdue	1	-	-	1	-
Kansas State	-	1	-	-	1
Nebraska	-	1	-	1	-
Iowa State	-	-	-	-	1
Denver	-	-	2	-	-
Michigan State	-	-	1	-	-
Oklahoma State	-	1	-	-	-

Other Activities:

1. A meeting was arranged with certain staff members of the American Dietetic Association, as the Special Foods Committee continued to explore the possibility of producing recruitment materials. ADA personnel involved in education and promotion activities were very helpful, drawing on their extensive experience in the preparation, production and distribution of brochures, slides, filmstrips and other visual aids. It was generally felt that a well-integrated and effective recruitment program could be developed only through the commitment of substantial time and money and with a staff trained in the production of the necessary, corollary materials.

July 12, 1963

ANNUAL REPORT OF THE INTERNATIONAL COMMITTEE

1962-63

The International Committee consisted of Mr. Scott Wilson, University of California, Berkeley (Chairman); Dr. Mabelle McCullough, University of Minnesota; Mr. Joseph P. Nye, Columbia University; and Mr. George Olsen, Indiana University.

The need for more and better student housing is not a problem unique to the United States but it exists in every country in the world. The International Committee is attempting to extend ACUHO's helping hand to our fellow housing officers overseas. In the past year its members helped innumerable foreign visitors to become familiar with student housing in the United States by showing them through their Residence Halls. The committee sent information on our student housing ("College Students Live Here") to thirty-six housing officers in twenty-four countries. The committee helped the People to People Program with its plan to use University housing on twenty-five campuses for the tours it is arranging for foreign students. Dr. McCullough employed a lady from Brisbane, Australia, who was anxious to have a year of "first hand" experience in a University to see how we run residence halls and housing bureaus. Dr. McCullough hopes to offer the same opportunity to someone from another part of the world next year and she suggests that other ACUHO members consider this interesting project in international education.

The committee has asked the State Department to send this summer's visitors, interested in student housing, to our national meeting in Los Angeles. The last letter from Washington indicates that we can expect several to attend.

Respectfully submitted,

Scott Wilson
Chairman

ACUHO PERSONNEL TRAINING COMMITTEE REPORT

1963

Beginning with the last ACUHO meeting at Wisconsin in 1962, the committee concentrated efforts on publicizing the approach of, and finalization of arrangements for the Housing Institute for College and University Housing Officers. This management institute for residence halls administrators was sponsored by ACUHO, conceived and developed by its Personnel Training Committee, and presented in conjunction with The Institute of Management of Southern Methodist University at Dallas, Texas, December 2 - 7, 1962. All those who participated and others acquainted with the content and conduct of the Institute acclaimed it successful and of excellent worth.

The Housing Institute for College and University Housing Officers will be held this year, December 1 - 6, 1963. Enrollment will be limited so please make applications early before November 15, 1963. The enrollment fee is $135.00 including luncheons, banquet, and all institute sessions. Address enrollments and correspondence to F. P. Wood, Jr., The Institute of Management, Southern Methodist University, Dallas 22, Texas.

The occasion of the 1962 Institute also marked the annual gathering of the Committee for training program and projects review and planning. COMMITTEE ACTIVITIES AND PROJECTS INCLUDE:

1. Re-evaluation of Committee objectives.
2. Continuation of efforts to alert the ACUHO membership to the need and value of formal training programs.
3. Design and development of UCLA - ACUHO program sessions on training.
4. Review of sample training publications and adoption for provision to ACUHO membership.
5. Continued provision of P.T.C. - designed, sample training programs and manuals.
6. Design and development of ACUHO - P.T.C. "Training Aids & Techniques" manual.
7. Publication and distribution of Training Aids and Techniques manual.
8. Continuous collection and dissemination of information on workshops, institutes, and seminars for housing personnel.
9. Conduct of interest sessions on training at annual ACUHO meetings.
10. Adjustment of and arrangements for National Institute for Housing Officers.
11. Administer and participate in the conducting of ACUHO Institute for Housing Officers.

12. Continuously review efforts and progress of professional staff and personnel development committees in other college and university associations.

R. L. Page, Chairman
B. E. Gurd, Advisor
Mrs. Joan Smith
J. A. Dombroski
Lee Burns
F. E. King
A. H. Divine
Miss D. Leslie
E. H. Swift

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REPORT OF THE DISPLAYS COMMITTEE

The following is a summary of the activities of the Displays Committee which took place during the 1962-63 ACUHO year:

1. The Committee began its work in September, 1962. At that time, a memorandum was sent to the nine members of the Displays Committee stating the basic objectives of the Committee and outlining some considerations and basic problems which would be encountered during the year. Objectives of the Committee were:

a. To establish the Display Program for ACUHO;
b. To contact by correspondence ACUHO members of a designated area to solicit display and handout material;
c. To assist in the designing and supervision of the display area at the conference site at Los Angeles.

Concurrently, it was decided that a Display program theme be resolved prematurely to provide a framework for carrying out committee work early, allowing latitude in our selection of a theme which could later be readapted to conform to the major conference theme yet to be determined. Our rationale for such thinking found basis in the necessity to attract new and different displays by giving member schools sufficient time for developing new material.

2. During the months of November and December, 1962, Committee members sent out initial letters of invitation to display and to stimulate ideas in ACUHO members. An outline of suggested areas in which to develop display material was incorporated in the letter.

3. As soon as the Committee was advised of the conference theme to be used at Los Angeles, the member schools were re-contacted early in May, 1963, to again encourage them to display and to design material which would emphasize the conference them, "Creativity."

4. Simultaneously, the design and decor of the display area at Sproul Hall, University of California, was planned for space, equipment, theme, etc. Don Phillips, representing the host school, presented a floor plan similar to the one used at the previous conference. Resolving that such a plan would meet the current year's needs, it was adopted.

5. Final follow-through letters giving information relative to space availability, shipping instructions, and theme to be used at the Display area were sent to all members in June and July. A tentative deadline was established for July 20 for all return replies in order to allow sufficient time to make display space assignments, division and classification of display material according to demand, preliminary art work, and sign printing. All final work of the Committee for assembling the Display area was planned for August 2 and 3.

The Display Committee has had an active and stimulating year in serving ACUHO for the 15th annual conference. We wish to express our thanks and appreciation to all member schools who have generously contributed display and handout material. We hope that we have achieved our Committee goal of recruiting and collecting display materials which best serve the common interests of ACUHO members.

Respectfully submitted,

Chuck Y. Gee
Chairman, 1963 ACUHO
Display Committee

Annual Report of the Research Committee

1963

Lewis E. Haines, Chairman	University of Utah
T. F. Adams	Oregon State University
Joe E. Barnes	University of South Carolina
Margaret DeWees	Indiana University
Thomas McCormack	Colorado State University
Ellen Nicholson	Ball State Teachers' College
Harold C. Riker	University of Florida
Arthur D. Trottenberg	Harvard University
Arthur Davenport	Amherst University
J. G. Kemper	University of California
Frank C. Shiel (Executive Committee Liaison)	University of Michigan
Robert M. Jones, ex officio	University of Arkansas

Following the annual conference at University of Wisconsin, the Executive Committee confirmed the 1962-63 budget of $1800 to conduct the activities of the committee. Projects and committee assignments were established as follows:

Project I — To review and revise the bibliography of literature dealing with housing and food service in colleges and universities, eliminating obsolete references and adding those of professional significance particularly since 1956.

Subcommittee: Miss Margaret DeWees, Chairman
Miss Ellen Nicholson

Activity: Completion of bibliography scheduled for early September. Distribution to member institutions will be made by mail.

Project II — To conduct a study of high, low, and medium or mean figures in budgeted costs of housing operations and submit a report to membership of housing operations.

Subcommittee: Dr. Harold C. Riker, Chairman

Activity: Study to be completed early December and available for distribution by mail to member institutions.

Project III — To establish a depository for research material and other ACUHO publications and serve as custodian of library for materials until official library location established by Executive Committee.

Subcommittee: Mr. Thomas McCormack, Chairman

Activity: Library committee organized by the Executive Committee with Donald Moore as Chairman. Location for Library established at Emory University. Material transferred from T. McCormack to L. E. Haines for review and then transferred to present site at Emory University.

Project IV — To develop a proposed questionnaire for study of Married Student Housing to be conducted by the U. S. Office of Education in 1963. The purpose of the project is to provide the U. S. Office of Education with an explicit list of questions and problems for which answers are sought by college housing.

Activity: No report due to communication difficulties with the U. S. Office of Education.

Project V — To cooperate with UFRC in conducting a comparative study of High Rise-Low Rise Buildings for each of the several kinds of college and university housing.

Subcommittee: Margaret DeWees, Chairman

Activity: Under direction of Margaret DeWees, a committee of Housing Directors, Fred Schwendiman, Ted Rehder, and Lawrence Halle, was assigned to work with UFRC to prepare requested information. Under the direction of this committee a meeting was scheduled with a number of Housing Directors, Willard Buntain, Harold Condra, Emery Foster, Donald Moore, Mrs. Alice Nelson, Arthur Pringle, Jack Shaw, Newell Smith, Howland Swift, Clifford Yoder, at Chicago to review in detail all related aspects of High Rise-Low Rise project with the contracted architectural firm of Perkins & Will. Publication of the monograph scheduled for September.

Project VI To cooperate with the UFRC in conducting a study of the relative merits of Central Food Storage Facilities on college campuses.

Subcommittee: Mr. Jack Kemper, Chairman

Activity: Under the direction of Jack Kemper, a committee composed of Dorothy O. Bell, Robert C. Proffitt, and Herbert P. Wagner, was set up to cooperate with UFRC on this project. Under the direction of this committee, a panel of Food Directors, William Brunz, John Freise, Robert Herron, William Lock, Robert E. Selvey, J. Robert Zellner and John Bogart, met at Chicago to discuss details with representatives of the contracted architectural firm of Perkins & Will to cover necessary information. Monogram scheduled for completion and distribution early in October.

Project VII To investigate the various types of residential buildings as they relate to the overall education objectives of higher education.

Activity: No report. Currently being discussed as a project for UFRC.

The primary focus of the committee's activities this year was to cooperate with UFRC in completing the projects previously related in the report. Both Margaret DeWees and Jack Kemper expended considerable time and effort along with members of their subcommittees in providing UFRC with the necessary information to complete the monograms. Much appreciation should be extended to these members of the Association for their interest and cooperation in this important activity.

An effort was made to cooperate with Commission 9, the Research and Evaluation of Student Personnel Work, of the American College Personnel Association. It would appear that many different professional groups are encouraging the collection of research material pertaining to personnel work which could be better centralized through one agency and then distributed to the various participating organizations. At the present time, there is considerable overlap plus poor distribution of much critical material related to student personnel operations. Several graduate schools provide bibliographies of completed or continuing research at their institutions related to student personnel and housing in particular. Unless institutions are aware of these services, much of this information does not become available. It was hoped that through our efforts and those of the Inter-Association Coordinating Committee for Research, progress could be achieved for better cooperation and dissemination of research. The Research Committee will continue to make efforts to utilize the services of the Inter-Association Committee to provide our membership with a current listing of all related research as it applies particularly to housing.

Efforts were also made through the newsletter to encourage individual member institutions to forward all research related to housing to the committee for reporting and distribution to the membership. It would appear that this would be of immeasurable value to all to receive such information and, possibly, could cut down on the number of questionnaires now being circulated. This information would be of value to the Library Committee, where it could be stored ready for access to graduate students and members requesting the information. It is our feeling that all information regardless of the extent should be reported.

Tentative Committee plans for the future are:

1. Stimulate research among member institutions and distribute the results to the total membership.

2. Develop additional projects in conjunction with outside research agencies.

3. Work with the Inter-Association Committee to coordinate more effectively Student Personnel Research.

4. Establish a research policy for individuals and institutions requesting association approval, cooperation and financial support.

I wish to express my appreciation to all members of the Research Committee for their work this past year. I would also encourage those interested in this aspect of the Association's work to volunteer their services for the Committee.

Respectfully submitted,

L. E. Haines
Chairman

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Annual Report of the Off-Campus Housing Committee

To the officers and members of the Association of College and University Housing Officers at the 15th Annual Convention at the University of California at Los Angeles, August 4-8, 1963.

The Off-Campus Housing Committee consists of:

Mabelle G. McCullough, Chairman, University of Minnesota, Minneapolis, Minnesota
Paul E. Paule, University of Detroit, Detroit, Michigan
George S. Murphy, University of Wisconsin, Madison, Wisconsin
Peter A. Ostafin, University of Michigan, Ann Arbor, Michigan
Virginia M. Wilson, University of Rhode Island, Kingston, Rhode Island
Chester Titus, University of Virginia, Charlottesville, Virginia
Jack Siebold, Michigan State University, East Lansing, Michigan
Mrs. Ruth Donnelly, University of California, Berkeley, California

The committee met at the Conference at the University of Wisconsin and set as the task of the individual members of the group a writing project on various topics concerning off-campus housing. The following topics were assigned to the committee members:

1. Coordination Aspects of Off-Campus Housing with City, State, Health and Safety Authorities - Peter A. Ostafin

2. How to Organize an Off-Campus Housing Program - Jack Siebold
3. The Legal Relationships Involved in Off-Campus Housing - Chester Titus
4. Contractural Agreements in Off-Campus Housing - Paul E. Paule
5. Varieties of Off-Campus Housing - George S. Murphy
6. Training and Supervision of Householders - Mabelle G. McCullough
7. Housing as a Part of the Total Application of the Educational Process - Virginia M. Wilson
8. A Housing Committee as an Effective Program Tool in Off-Campus Housing - Ruth Donnelly

Two changes affected the carrying out of the assignments by the committee members. Tom Dutch of Michigan State University was originally a member of the committee, but during the Fall Quarter he withdrew from the Off-Campus Housing Committee as his housing assignment changed and Jack Siebold assumed his responsibility on the committee and the writing project. Virginia Wilson was unable to complete her writing assignment because of illness.

Because the committee members felt that the writing assignments were important - not only to the Association but to all those involved in off-campus housing - efforts were directed towards attempts to get the papers published. As of this writing, the papers are not yet accepted for publication because they have not been available to submit to any journal or publisher. One of the projects for next year's committee will be to complete this assignment by getting these articles published. The committee members felt that while those who attend the conferences and received the minutes gain by having the results of such a writing project, it would be of greater value to have them published in such a form that they would be found in libraries as other scholarly publications. There is a very limited amount of published material in the field of off-campus housing and the committee felt that this organization can make a real contribution by assisting in the publication of not only these articles but other related articles of current interest. It is also anticipated that additional topics as well as the topic assigned to Miss Wilson, and which she was unable to complete, will be added. Several members of the committee met at the Big Ten Off-Campus Housing Conference at the University of Michigan in May of this year and it was decided to ask Miss Mary Nixon of Australia, who is at present on a training program at the University of Minnesota, to write an article about the residential colleges of Australia because in a sense they are off-campus or private housing.

The other responsibility of the committee has been to plan the sessions for the programs on off-campus housing for the 15th Annual Conference in U.C.L.A. Planning sessions were held at the University of Michigan as well as many telephone calls and considerable correspondence between the east and west and the middle west.

As of this writing the committee still has as unfinished business the distribution of the copies of "Housing Standards" as published in Student Medicine. These copies were to be distributed with a covering letter to the presidents of the universities and colleges that are members of the three organizations, ACUHO, American College Health Association, and the Campus Safety Association of the National Safety Council. Part of the reason for the delay for mailing these reprints of Student Medicine is that there have been changes in the personnel of the two other organizations. Mr. Lee Stauffer has left the Health Service and is now Assistant Director of the School of Public Health at the University of Minnesota and since he has been the key person working on these standards, this has made for some difficulties in communications. He did set up a conference with a representative of the Campus Safety Association and an agreement was reached that the Campus Safety Association would provide the mailing for the "Housing Standards" and covering letter and the American College Health Association and ACUHO would share in providing 741 copies necessary for mailing to the schools on the joint membership lists. The combined list of the membership institutions with the names of the presidents was provided by the chairman and submitted to Mr. Stauffer and he will, in the near future, make the final arrangements for the mailings.

In anticipating next year's work, the committee members will continue working on the writing projects with the goal to be publication in some journal or monograph series so that they can be found in libraries throughout the country. The committee members meeting at Michigan recommended to the Association that the Association establish it's own journal for publication of articles in the various aspects of housing. The Newsletter provides a certain amount of information about the research and program descriptions of activities, but the space is extremely limited and there should be, in addition, a more of a journal, such as the American Personnel and Guidance Journal, or any of the other educational type journals. This A.C.U.H.O. Journal would provide a regular outlet for such reports that are now found in our Convention kits from the Research and other Committees as well as scholarly writing by professionals in the field of housing. This may necessitate an associate membership by which members may pay dues in order to secure a journal as the present distribution of the Newsletter is inadequate for all those on the various campuses who would like to have copies of the Newsletter, or in this case the A.C.U.H.O. Journal. The Association has reached such a stage of historical development that a journal is a necessity. The related developments such as selection of a journal name, an editor, editorial board, publication policies, subscription cost and number of issues per year could well be the task of a special *ad hoc* committee to develop a proposal to be presented to next year's conference.

Respectfully submitted,

Dr. Mabelle G. McCullough
Chairman

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PRESIDENT GRAY: The Training Committee has published this Audio-Visual Aids and Training Techniques which was worked up by John Dombroski of Penn State University. These will be distributed at the session on training tomorrow afternoon. It is a very worthwhile booklet. There will be a limited number available to each institution and additional copies will be available for 50¢ a copy.

You should also have in your packet a flier on the Second Training Institute to be held at Dallas, Texas. Southern Methodist University actually conducts the training under the supervision of your Personnel Training Committee.

Mr. Secretary, do we have any Unfinished Business?

SECRETARY CLINGAN: We have present 97 member institutions and 73 were necessary for a quorum.

PRESIDENT GRAY: Thank you.

If there is no further Unfinished Business, the next order of business is some suggested changes in the Constitution. These are recommended to eliminate any possibility of confusion as to when the membership year begins. The first item recommended for change is ARTICLE III - MEMBERSHIP, Section 3 - to be changed to read as follows:

"Section 3 - The membership year for the Association shall be from July 1 through June 30. Any member paying dues prior to June 30 is entitled to send delegates to the next following conference as a member institution. A member failing to pay annual dues by June 30 of any membership year shall be presumed to have cancelled its membership.

Section 4 - A cancelled membership may be reinstated by reapplying for membership."

MOVED by H. C. Riker, University of Florida;
SECONDED by Eugene Johnson, Hampton Institute
That all proposed changes be considered together
Unanimously CARRIED without discussion

PRESIDENT GRAY: The next is ARTICLE IV - DUES

"There shall be no fee charged for admission to the Association. Annual Dues will be as established by the Association By-laws."

ARTICLE VI - REPRESENTATION

"Section 1 - Any institution of higher learning shall be entitled to send one or more representatives to Association conferences. Only housing officials of member institutions shall be eligible for offices in the Association."

Since ours is an institutional membership, often you have Vice Presidents, Deans of Students, etc. interested in coming to the Association meetings but only Housing Officers would be eligible to hold office. The definition of a Housing Officer is any administrative staff member of a college or university who is closely associated with and whose primary duties relate to college and/or university housing although he may be by title affiliated with some office on campus other than the housing office; he must have direct and major responsibilities in some phase of housing, i.e. operation of housing, social supervisor and educational programming within residence, food service in connection with housing, or administration of off-campus housing.

ARTICLE VII - OFFICERS:

"Section 2 - The First Vice President and the Second Vice President shall be elected at the Annual Conference of the Association and shall serve until the next following Conference. The First Vice President shall automatically progress to the Presidency the succeeding year, providing he or she remains eligible for membership in the Association. The Secretary and the Treasurer shall be elected at the Annual Conference and shall serve for a three-year term providing he or she remains eligible for membership in the Association."

JAMES ALLEN, University of Hawaii: Is there any reason for not including the advancement of the Second Vice President to First Vice President?

PRESIDENT GRAY: The reason is not lengthening it out too far. You might get a man as Second Vice President that the Association did not feel was doing the job and so should be replaced; and, of course, the primary reason was that, if you spread it too far, you might get someone who was going to leave the field.

PAUL E. PAULE, University of Detroit: What about re-election?

PRESIDENT GRAY: This was in originally and it should be added.

"Officers shall be eligible for re-election."

By-Laws

"3 - Elections:

Section 3 - It shall be the duty of the Nominating Committee to present nominations for the following officers: First Vice President and a Second Vice President; a Secretary and a Treasurer shall also be nominated when applicable. Nominations shall be made at the business meeting during the Annual Conference."

JAMES ALLEN, University of Hawaii: I do not see any provision for nominations from the floor.

PRESIDENT GRAY: It is customary procedure that nominations shall be made from the floor.

MR. ALLEN: I raise it as a question of clarification.

PRESIDENT GRAY: This was brought up because there was some question whether the First Vice President automatically went to President. The other items have not been changed. This is only a By-Laws change. The Constitution is not being considered here other than the By-Laws part of it.

"Section 6 - Annual Dues.

"Annual dues for membership in this Association shall be $30.00."

The reason for that is that it has been made necessary by the increased activities involving finances of the Association.

We were committed to a $2,000 expenditure through UFRC to get out two monographs - one dealing with high rise-low rise; a second was the monograph on food service and we have a commitment to underwrite, if necessary, one on personnel training but we hope they will not call on us for this. We also have expenditures for the publication of other material by the Research Committee including a revision of the Bibliography.

MOVED by Malcolm Gray as Chairman of the Executive Committee
SECONDED by Fred Schwendiman, Brigham Young University
That proposed changes to the Constitution and By-Laws be adopted. Unanimously CARRIED without discussion.

PRESIDENT GRAY: The next item of business is the report of the Time and Place Committee by T. M. Rehder. We all know the 1964 site will be the University of Michigan at Ann Arbor. We try to plan our sessions two years in advance.

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Time and Place Committee Report

T. M. Rehder

The Time and Place Committee consisted of: John E. Forsberg, Stanford University; Mrs. Eileen B. Murray, Skidmore College; T. M. Rehder, Chairman, State University of Iowa and William H. Davis, Liaison, Brown University.

It is the responsibility of the Committee to recommend the location for the Conference of the Association of College and University Housing Officers two years in advance. The recommendation is made after evaluating the factors which bring about a successful meeting. It is the policy of the Association to have its annual conference in one of the three geographical areas predetermined by the pattern of moving from East to Central, to West, and back to Central, to East, starting the cycle over again.

For 1965 we received invitations from four schools.

To select the location for the 1965 conference has been a difficult decision. The hospitality, the facilities and the individual staffs would provide a profitable and enjoyable conference.

After due deliberation, review and discussion, the Time and Place Committee hereby recommends that the annual meeting of the Association of College and University Housing

Officers for 1965 be held at Pennsylvania State University, the actual dates of the meeting to be set at the convenience of the institution, but within the usual established meeting period.

I would move that this recommendation be accepted.

SECONDED by Jack Scott, Institutions of Higher Learning, State of Mississippi. Unanimously CARRIED.

PRESIDENT GRAY: The Chair would like to call upon the Chairman of the Nominating Committee for recommendations for Second Vice President since that is the only office to be filled at this meeting. The Chairman of that Committee is Mr. Fred Schwendiman, Brigham Young University, Provo, Utah.

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Nominating Committee Report

Fred Schwendiman

The members of the Nominating Committee have met several times - Eva Moquist, Al Heller, Thornton Edwards, and Roger Nudd. The By-Laws change has reflected in all your minds the way in which elections are handled and described the responsibility of our committee. In effect automatically the Secretary and Treasurer continue for another two years, each having been elected last year. For recognition, again, Mr. Frank Shiel, Manager Director of Service Enterprises of Michigan University, will automatically become our President. We thought at some length about this as a Committee.

It is our pleasure, Mr. President, to present to you the following slate as authorized now according to our Constitution and By-Laws:

For 1st Vice President - Mr. William Davis, Brown University
For 2nd Vice President - Mr. John Forsberg, Director of Residences, Stanford University.

I move the acceptance of this report.

SECONDED by Chester Titus, University of Virginia Unanimously CARRIED without discussion.

PRESIDENT GRAY: Are there further nominations from the floor?

> It was Regularly MOVED and duly SECONDED, that nominations be closed and Secretary cast one ballot for slate presented. Unanimously CARRIED.

PRESIDENT GRAY: The Chair at this time would like to recognize that genial gentleman from Iowa State University, one of the Past Presidents and Host of the '55 convention at Ames, Iowa - Dr. James C. Schilletter.

DR. J. C. SCHILLETTER: Our hosts have been most gracious. I move a resolution of deepest thanks to the University of California - Los Angeles for the hospitality they have graciously extended this Conference.

. . . Unanimously CARRIED by a Standing Ovation . . .

PRESIDENT GRAY: I would like now to call on Mr. John Forsberg to come up. Mr. Newell Smith, you will notice, respectfully withdrew.

. . . Announcements . . .

PRESIDENT GRAY: I should like to point out we have finally reached a point where we rotate about a third of each committee each year, which eliminates a great deal of correspondence for the President; keeps some old heads on the Committees and allows new ones to come on and makes it function smoothly. You will be notified of the new appointees.

There has been a change adopted by the Executive Committee in the method of handling the Newsletter. This is a matter of policy. Too frequently the principal housing officer has not been receiving the Newsletter. They hit the desk of the Business Officer, or Vice President for Student Affairs, etc. and go into file 13. The new policy will be that all Newsletters will be mailed to the Principal Housing Officer of the member school and they may get up to eight copies. Heretofore it has been limited to four. You were supposed to have checked the list as you came into the meeting to be sure that the person listed is the principal housing officer. These packets, along with other items, will be sent to him for distribution. If any of you who are not principal housing officers do not get the Newsletter, you will know whom you should contact and will not have to write the Secretary.

Through a typographical error the name of Leonard Schaadt was omitted as a member of the Food Service Committee.

Mr. Vern Kretschmer is being replaced on the Personnel Placement Committee by Jack Smalley of Purdue but the records and correspondence should be directed to Mrs. Alice Hurt, University of Illinois, Urbana, Illinois.

MR. OTTO E. MUELLER, Pennsylvania State University:

May I say we are pleased and honored to have the Association accept our invitation. We will do our best to meet the high standards set by this institution and our previous host institutions.

. . . Announcements . . .

PRESIDENT GRAY: I want to thank this Association for your attention. Before closing I recognize Dr. James Allen of the University of Hawaii.

> MOVED by James Allen, University of Hawaii; SECONDED by Howland Swift, UCLA - that the Association go on record commending the Executive Committee for the work it has done this last year. Unanimously CARRIED.

(Standing Ovation)

PRESIDENT GRAY: I will sing my swan song tomorrow. I want to thank you now.

If there are no further announcements, the meeting stands adjourned.

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BANQUET

. . . Certificates of appreciation presented to Past Secretary-Treasurer Thornton Edwards and Past President Newell J. Smith . . .

. . . Program and Host Committees introduced . . .

PRESIDENT GRAY: I would like to present to you your officers for the coming year - Second Vice President John Forsberg

(Applause)

SECOND VICE PRESIDENT JOHN FORSBERG: Friends of ACUHO, I am honored to have been chosen as an officer of this great organization. ACUHO has gone through many years of fine experience and has achieved great stature throughout these many years. It has been nurtured by people of wisdom and experience. Those of us who have come along later have benefited greatly from their efforts. Fortunately, we have many of these people still with us in the organization.

My friend Fred Schwendiman is probably the best story teller in our organization; however, I have a point which might be best illustrated by a story.

Once upon a time in the hills of Tennessee there was an old man who was always able to answer questions of the children who would come up to see him. He was a wise old man. But, in every community there is always a scalawag or someone who might be called a borderline delinquent, who is always getting himself or other people into trouble and there was one such in this community.. One day he gathered some cohorts together and said, "I have a way in which we can fix that old man up on the mountain. He thinks he is so smart. I am going to catch myself a bird and hold it in my cupped hands and go up to his cabin and say, 'What have I here, old man?' and he will guess right because he always does. He will say, 'It's a bird.' Then I am going to say, 'Is it dead or alive?' If he says it is dead, I will let it go and prove him wrong. If he says it is alive, before I show it to him, I will crush it to death.'"

The youngsters of the community caught a bird and went up to the hillside cabin and rapped on the door. The old man came to the door and the young boy said, "What have I here, old man?"

The old man said, "It appears you have caught yourself a bird, boy."

The lad, glancing at his friends out of the corner of his eye said, "Yes, but is it alive or is it dead?"

The wise old man of the mountain said, "It is as you will, my son."

My friends, our organization is somewhat like the little bird. We can either feed it, nurture it, and watch it grow or we can neglect it, starve it and watch it die. The future is up to us.

No matter what your political belief might be, President Kennedy had this to say when he spoke in Los Angeles a few years ago: "Ask not what your country can do for you; but what you can do for your country." I think this is true for our organization. It is up to all of us to do what we are asked to do. The strength of any organization lies within its membership. With your help, we can continue to increase that strength in the years to come.

Thank you.

(Applause)

PRESIDENT GRAY: As you well know, at our business meeting the Second Vice President was elevated to First Vice President so I would like to present to you at this time Mr. William N. Davis of Providence, Rhode Island.

(Applause)

FIRST VICE PRESIDENT WILLIAM N. DAVIS: Malcolm, Friends and Members of this Association:

I appreciate very much the confidence which you expressed yesterday in raising me to this office.

The responsibility of the Vice President in this office is for the Newsletter. Our Committee has already met to plan for next year. It is a challenge to bring out as good a set of issues as our predecessors headed by Frank Shiel. We are going to try to meet that challenge and we feel we are on the road to at least equalling Frank and his committee's accomplishments.

I appreciate very much the privilege of serving this Association and I say "Thank you all." I look forward to seeing you all in Michigan next year God willing.

Thank you.

(Applause)

PRESIDENT GRAY: Thank you very much, Bill.

Our First Vice President was elevated to the presidency but, according to the tradition of ACUHO the lame duck continues to serve until the conference is over. At this time I present to you your President for 1963-64 - Frank Shiel of the University of Michigan, who will be our hosts at the conference in 1964.

(Applause)

PRESIDENT FRANK SHIEL: Thank you, Malcolm.

After having attended fifteen annual conferences and the banquets that went along with them, one would think a person would know just what to say but I do not think it has helped me much.

We have covered a long, long road since the first meeting at Urbana, Illinois, when a group of representatives from 25 or 30 colleges gathered together to discuss common problems in residence halls operations.

I have watched this organization grow. I have tried to help and I hope my services in the organization have been helpful. I know everybody who has served on the committees - especially the Executive Committees - of this organization have put their best foot forward in order to promote the organization as a whole. We have committees at work right now who are promoting projects which I am sure in the next year or so will put us at the top of the list so far as organizations are concerned that have to do with counseling in residence halls, housing and food services.

I accepted this challenge last year when I was promoted to the position of First Vice President and I now humbly accept this. We hope to see you all in Ann Arbor next year. I won't promise we will come up with the reception we have had this year, but we will come up with a good time and certainly have a program worthy of the organization.

Thank you.

(Applause)

PAST PRESIDENT GRAY: I would like to pass on to him the key of authority.

. . . Presentation to President . . .

PAST PRESIDENT GRAY: As for myself, this past year has been a great year. I hope that I have been able to make some contributions to the organization. I can only say that the work has been done by the committees from the Executive Committee right down the line. Every effort of this organization has to be a team effort. Person after person has commented on the fact that when people in this organization are asked to serve there is no hesitancy. They come through. They are willing to work. They give of their time and their effort. This has been a very humbling experience. I should like to take credit for this conference and all the arrangements but I cannot take credit for any of it because all of the credit belongs to our Host and Program Committees.

We hope that in the coming year the organization will continue to grow. We know that it cannot grow as fast as some organizations because at the present time, with a membership of 261 colleges and universities we represent the operation and maintenance of 85% of the bed space in the United States and approximately the same percentage of the food service within the United States. We have members throughout the entire world - Canada, Australia and Lebanon. We now have representatives, I believe, in all fifty of the states including Alaska and Hawaii, who are not attached directly to this part of the nation but are just as much a part of this organization as if they were in close proximity.

In keeping with the custom of the Association, I should like to present to the officers, the executive committee and immediate past president a small token of my appreciation of their services with me as President. You should try to follow the presidency of people like Newell Smith. That is another reason I say this is an humbling experience - to have served as your President during the past year.

Newell and his predecessor, Fred Schwendiman, keep their interest in the association as have the other Past Presidents. That is what makes this Association so great.

At this time I should like to call on Mr. Howland Swift, one of the co-chairmen of the Host Committee, who will introduce the speaker.

. . . Tokens of appreciation presented . . .

MR. HOWLAND SWIFT: The Executive Committee does more work than the Program and the Host Committee together. I would like to give them a real round of applause.

(Applause)

I think Roger Nudd feels the same way I feel - that the real success of this convention has been due to the people who have worked with us and we have had some help from the people from Cal Tech and USC. I wonder if those people would stand please.

(Applause)

They have been happy and very pleased, as I have, to have been able to have a part in a program like this.

Before I introduce the speaker, I would like to introduce one of those people who is very important to all of us. I suppose he is one reason why we are here and able to do a job. He is a person very well known to ACUHO because he has been to the meetings since the first one in Illinois. I will introduce my boss, Paul Hannum, Business Manager of UCLA.

(Applause)

About six months ago when we had our meeting to discuss the program we talked to many people and thought it would be appropriate to have somebody from the West Coast involved in the entertainment business and yet someone who would have something to say to us. That is not an easy assignment. However, we have a gentleman, Vincent Price, who is a long-time friend of UCLA, who lives only a couple blocks from the campus and who has done a lot for us. He takes part in programs during the year which involve acting and musical performances, readings, not all big, fancy affairs. Many are just small ones but he comes. Also, he has a genuine interest in and has become one of the leading art collectors and perhaps authorities. So, it occurred to us, if he were willing, perhaps Vincent Price would be an extremely appropriate person to have.

We invited him because we felt there was a definite tie in between appreciation of art - fine arts - and learning in the residence halls the students could gain if we did something to provide some sort of an environment for art there. We thought he could give us some words of help in this matter.

We approached him and he said he would be delighted but unfortunately occasionally he was scheduled for various appearances all over the world. He said, "I will accept if you will have me but with the understanding that I might have to cancel out on you. However, I will let you know at least two weeks in advance. If you don't hear from me by that time, you will be guaranteed I will be there." So we accepted him and were very hopeful and pleased.

Some three weeks ago I was in northern California visiting a couple of days what was formerly called Alameda State College, now called California State College at Hayward. After the afternoon of work drew to a close the person I was visiting, Howard Slatoff, and I started talking and he told me of a television show he is putting on in the Bay Area called "The Eye of the Artist." He has been doing this for sometime. It is to bring an appreciation of the fine arts to all walks of life. He said, "As a matter of fact, I recently did a show and I titled it 'Creativity.'" Of course, that touched my heart.

I said, "Isn't that interesting. That is the theme for our Conference at UCLA. We are extremely interested in the same thing. In fact, our banquet speaker is going to speak on that subject." Then, remembering what Vincent had said, I said, "Is there any chance you might be interested in giving an address at the banquet if Mr. Price can't?"

Howard said, "Of course. Why not?"

Four days later I got a letter from Vincent Price which I think many of you have read. It is posted at the desk. Unfortunately, he said he could not be here.

So I called Howard and he agreed to pinch hit for Vincent Price.

Howard Slatoff left Pennsylvania - I don't know why - at an early age and came to California. He graduated from San Jose State College and received his advanced degree from Stanford. He is a man of many talents. I won't explain all of them to you.

He attended Pratt Institute in New York which, as many of you know, is the leading design and art school in the country. In fact, he holds the title of Associate Professor of Art at the State College in Hayward. He is design consultant to some of the leading companies in the country.

Besides the TV show and writing several books and articles, he has time to serve as full-time student dean at Hayward and his particular responsibility is for housing.

I can't think of anything else good to tell you about him and I don't know anything bad to tell you about him - so, I will introduce Howard Slatoff.

(Applause)

CREATIVITY

Howard Slatoff

Mr. Swift, Ladies and Gentlemen:

Vincent Price is not going to be here so I am usurping three of his roles: Number 1 - I am going to talk of something I love, Art; Number 2 - I am usurping his title which is "Creativity"; and, Number 3 - I am going to apply for a job at Montgomery Ward.

Primarily I am going to deal with creativity. Really I don't know what it is so I will, of course, give you a long discussion on it.

First, I would like to point out that Doshi did say, which I think is most important and adaptable to the audience here tonight, "The creative mind always succeeds in adapting the most diverse elements to the immediacy of the local circumstances."

I know that you people here tonight are possessed with creativity.

I would also like to point out that in dealing with creativity you have a problem because you cannot define it. When you define a term it depends on the level of abstraction on which you find it. So, you pick your own bed and lie in it. I want to become a member if you control 85% of the bed space!

I was a very fortunate guy. I got out of service and started teaching in the public schools and had all that fun because that is where creativity begins. Originally, "creare" means to generate or make offspring, for which we still use its compound "procreate" and the Spaniards have "criatura" for a child. It is the whole concept of bringing into birth something real which the individual can identify. The most creative people in the world are children.

In the whole concept of dealing with creativity, we have a rather interesting point of view which I think is most important and that is the concept of creativity itself. If it is to exist, it must necessarily relate to human beings and the interaction of reactions of one human being to another.

Sinnot in "The Nature of Being Human" said, "Life is creative. The lifeless universe has been doing the same sort of thing for untold millions of years, making atoms, stars and galaxies, but it has never gone beyond this. Only in life has something new been constantly appearing. Inertia is a property of the lifeless world. Life on the contrary is anticonservative."

Thus you have the concept of real creativity. A human being takes his place in the world of human beings with an opportunity for and an appreciation of the exploits of life and human beings. This is not easy to do. Creativity itself is rather difficult because in a creative attempt to work individually and express thoughts and ideas that have novelty and newness, you are subject to pressures from the community.

As Albert Camus said it is not so difficult to create as to find opportunity to do it without criticism and to be given opportunity to do it without vilification. It is not a dearth of creativity that exists. There are social pressures and economic pressuces - Is this economically feasible? - which negate at all times the interactions which are primarily those of a human being counteracting and interacting in the world with human beings.

Part of the problem lies with the same lifeless quality of iniertia - something moving, not wanting to stop it. Status quo, resistance to change - all have been a stultifying effect on any sort of creative activity whether it involves the student, economics or the inter-relations of the human being to the world of human beings.

There is another factor that must be considered and that is, as Kester points out - and well - there is a non-measurable degree of intensity of the feeling a human being has about the interrelationship he has with an art object or another human being. This is non-measurable except on an arbitrary scale and hence the profundity of joy and the ecstasy of happiness is not measurable.

Now let us see if we can define for a moment creativity. It is, as we mentioned, bringing something new into birth. But there is a rather important distinction, if I may, which is bringing something new to you into birth. It does not necessarily hold that all creativity itself essentially produces something which is innately new to the world but it is something which is in effect new to the individual who creates it.

Children - and from them we learn all things - constantly in the process in their fundamental growth and identification with the world and their interactions with it produce a whole series of new experiences to them from the moment of birth and in this sense they are creative. It is actually the enlarging of the human consciousness. If creativity is to exist, it does not exist between inanimaticies.

We have the creative interactions of the democratic process which is in essence truly the whole concept of creativity embodied in a political form.

Where does the creativity process begin? Very simply - with encounter. Now, this may, or may not, be voluntary. This is the encounter with life, the encounter with an object, the encounter with a human being. It is the interaction of the human being suddenly confronted with this - whether on the conscious level "I am going to go and see this" or the non-conscious level - being struck by the magnificent beauty of all about us. This intensity of the encounter is the true essence of what creativity is.

To sit down and say how to make dormitories beautiful is a relatively simple thing because it involves inanimaticies but the true value lies really in bringing to the students, who reside in the residence halls and give their minds and thoughts and well being physically to you to provide, an encounter with reality which is life.

So it is a heightened concept of conscious awakeness.

There was a most fantastic time in the history of art just at the close of the 19th Century when we were getting into Impressionism when suddenly they got away from the browns, the dark, dirty blues and suddenly a man discovered there was light. Monet saw light. He painted with the colors about him, diffused, with the wide-open quality which is in essence life itself. Suddenly a whole school which had gone before was chopped off and ended. It was this encounter of these creative individuals who did this.

We can look through history and find - whether during the Renaissance or in 1907 - what a remarkable year, 1907, when all these artists lived not only in the same area but in the same house, deprived of the physical necessities and all conveniences we now live with, but possessed with the magnificent sense of encounter with life.

With this encounter you get to a point where the decision becomes yours. Is this encounter a subjective encounter or really an objective encounter?

When I speak of it as the relationship with the world I speak of it in the German concept of all things as "velt" - the total concept of the impinging qualities of all aspects of the world around us as they shape objectives and modify us and permit us to develop our own concept of self in interactions with the broad term. So it is not an environmental thing. Actually the world is related to each human being and each human being is related to the world in doing because creativity is a process, not an entity or a term. It is an active verb. In truth, there is no such thing as a creative person. There is only a creative act. There are only those things which the individual does which are creative. A creative act is something which manifests itself. Hence we have a difference between talents.

You know - many of you - dealing with college students as you do - many possessed of inordinate talents who lack creativity because creativity is an attribute which, unless utilized, bears no weight on the concept of creativity.

It is the unconscious insights of which we speak that are basically motivated by the objective world.

One does not by a flash of inspiration come up with a new idea unless he consciously is involved with these things in which he is trying to become creative. Hence, it is a voluntary creativity and it is an act that belongs to each of us.

If you tend to look at it subjectively, do; if you tend to look at it objectively, do - but recognize polarity does not ultimately exist.

What is our role in promulgating and writing for the creative act? It is to provide an environment which produces creativity - which stirs, moves, brings the students into this encounter and into ultimate activity, which is engagement - the use of various media, whether rooms, lounges, library, dining hall, whatever. These are media encountered as human beings in relationship to them and engagement in continuing the on-going process is our desired goal. Thus, belonging to an organization such as this is a creative thing - a moving thing.

I am flattered to be a part of it.

(Applause)

MR. HOWLAND SWIFT: That was magnificent, Howard. I really thank you.

PAST PRESIDENT GRAY: It is certainly thrilling to sit here and be inspired by a speech such as we have just been privileged to hear. He has certainly driven home to this Association the theme of Creativity. We want to express our thanks to him for this inspiring message - something we can take home with us, something we are proud we were privileged to hear.

We want you to know you have our deepest appreciation. We want to thank you again.

(Applause)

As good things must, we have come to the end of our conference.

. . . Announcements . . .

. . . Secretary and wife introduced . . .

PAST PRESIDENT GRAY: I want to thank all who helped make this year a wonderful year for ACUHO.

I will now turn the meeting over to your new President.

(Standing Ovation)

PRESIDENT SHIEL: Thank you all.

Malcolm has done a wonderful job during this past year in guiding our Association through a very successful year. I would like to show our appreciation by a standing vote.

(Standing Ovation)

PRESIDENT SHIEL: I hope to see you all next year. If you have friends or institutions interested in this Association, we hope you bring them with you.

Thank you.

(The meeting was adjourned)